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Educational Values.

By ROBERT BRUCE, Clinton, N. Y.

Not all knowledge is power; nor is the same knowledge equally powerful at all times. There is a range of culture which merely fits a person for a certain enjoyment of life, enabling him simply to be an intelligent observer of the progress and vicissitudes of humanity. This adds a value to life, but does not increase its market value. There is again a range of knowledge which simply puts a person on a level with his neighbors and fellows, and therefore conveys no relative advantage, tho the lack of it may prove a serious disadvantage. This range of knowledge necessarily widens with the general spreading of education. For instance, among illiterate people, the man who has penetrated the mystery of letters may gain by his accomplishment a certain superiority, as in medieval Europe. The exercise of the arts of reading and writing under such circumstances brings him prominence and emolument. With us, however, these arts are of relatively lower value because they are practiced by nearly all alike.

A few years ago, a working knowledge of arithmetic, with a good handwriting and some acquaintance with the science of account keeping, was a certain passport to profitable employment. The art of bookkeeping, as now known and practiced, was then a mystery to the multitude, and had, therefore, a considerable money value. To-day, when nine out of every ten boys and not a few girls are more or less familiar with these elements of a business education, and too large a proportion vastly overestimate the importance of them and expect to prosper by them alone, such knowledge gives a young person no especial distinction. He will find such knowledge very useful on many occasions; but it will rarely prove to him such a certain pathway to success and fame as the circulars of the business colleges would have us believe. In like manner the crude information to be had from the old style school books once had a certain monetary value. However imperfect in itself, it at least enabled the possessor to "keep school," and flatter himself that he belonged to the learned profession.

It is not meant by these statements to convey the impression that the commercial value of education is declining. Not at all; but merely that the ground-work of practical money making education is changing. Given these elements in their right application, and there is no tangible limit to their monetary value. Of course, this does not imply that the scholar of little personal or intellectual force will always be able to successfully compete with the untaught, or more properly self-taught, man of superior native talent and industry. An ounce of mother-wit is worth a ton of mere learning; nevertheless, the man with the best of training (whether naturally weak or strong) is reasonably sure to surpass a man of corresponding force without such training, other conditions being identical. Everything depends, however, upon what we regard as a good and proper education; if we dignify by that term the veneering of hearsay knowledge and useless accomplishments which so often pass for culture, then it is right enough to say that "a good education" helps one very little in the battles of life. But restricting the term, as we ought, to a training calculated to make the most of one's powers of intellect and sense to set him on the road to

his highest development as a thinker and doer, while making him actively acquainted with the best results of human effort, especially in the particular sphere to which his life work is to be directed—then the monetary value of education is immensely greater than ever before.



The Ideal School.

By WILLIAM E. CHANCELLOR, Superintendent, Bloomfield, N. J.

III. Its Equipment.

The ideal school is in four departments, one outdoors and three indoors. The outdoor department teaches the children their games and sports, instructs them in the facts of animal and vegetable life, and gives them that free atmosphere of thought which comes alone from immediate contact with the creatures of earth and the winds of heaven. The indoor departments are concerned with physical organic training.

Theoretically all of us now accept these departments as essential features of good schools. Practically we concern ourselves in serious measure with only one division of the department of mental culture, that which gives the child knowledge of the social traditions of arithmetic, language, geography, ethics, and politics. The ideal school demands practice of our theories: and to insure the practice it is equipped with instruments and apparatus for that practice. Poor teachers need and good teachers demand fine and abundant equipment. We cannot separate the instruction from the apparatus which conditions it.

Essential Apparatus.

In the department of mental culture there are two divisions, one for the humanities, the other for the sciences. Books are the media for the transmission of knowledge of history and literature; and the library is the brain of the ideal school. This library has branches in every classroom, which are related to it as ganglia are to the human nervous system. These libraries should contain books of travel, of science, of history, of biography, of poetry, and fiction, carefully selected with reference both to their utilitarian and to their ethical values for boys and girls of the ages of the different classes.

Books could be selected from both the main and the subordinate libraries by the teachers for the pupils, not by the guess work of children and parents. As far as is possible all studies should be carried on inductively and by the investigation of the children themselves, in geography, language, history, and reading. Even in the mathematics the text-book should be subordinated to the needs and powers of the various pupils' minds. In spelling the text-book will be supreme, until phonetic spelling has overthrown the traditional.

In the scientific division of the department of mental culture the laboratories are all-important. They are of various kinds, especially adapted to the different subjects to be investigated in them, physics, chemistry, geology, astronomy, mineralogy, psychology, botany, zoology, physiology, physiography, agriculture, as many as may be needed. The study of science is the desideratum, not of some particular science, in most communities: the study of science, not of books about science.

Educate the Body.

The core of the department of bodily health is the gymnasium, in the charge of athletic and medical directors, personally concerned with the physical welfare of each individual child. This department will cost quite as much as the science laboratories. Health and wisdom are equally dear; but the costliest of all luxuries is to educate a boy's brain, rear him to the age of young manhood, and let him die then, when all has been outgo and nothing has been income, just because his body has been left to care for itself and to renew all the wear and tear of a nervous system under the constant strain of intellectual exertion. Very likely this department will concern itself with food, at cost to the well-to-do and free to the poor. Financial aristocracy may be an evil, but the partial starvation of children helpless to provide for themselves is a worse evil. Worst of all is pauperizing the well-to-do by giving free-school-housing, free tuition, and free books to them at all.

Training for Practical Life.

The department of organic or "manual" training has several divisions, that of the fine arts, of music, of the industrial arts, of business practice, of domestic science and of domestic art. These do not need to be highly differentiated for boys and girls of the hypothetical ages from four to eighteen. Some divisions will come to a higher development, a development nearer to that in adult life, than will others. It is not necessary that all boys should become expert at special trades, but it is highly desirable that all boys should be organically trained, should be skilful with their eyes and hands. It is necessary that all girls should understand household management and sanitation, but it is not necessary that every girl should become an expert laundress. The evolution of the world is toward a separation of the household arts from the household life, and toward the doing of as much away from the home and as little in it as is possible. This department trains boys for the practical life of the world and girls for the practical life of the home.

The Outdoor Department.

The outdoors department is devoted to the sociology of games and to the psychology of athletics as well as to flower-culture, to agriculture, and to ornithology, entomology, and zoology. Children who want to have gardens to tend or animals to keep or who ought to have them, will find these privileges and opportunities at school. All summer vacations will cease because the children will want to go to school all the year around as I suspect they would now, if they had several teachers each day for variety's sake and if the taxpayers would permit the experiment, and could afford to do so.

Luxuries and Ornaments.

Is it right to stop at giving our children the essentials? And what are the essentials of to-day but the comforts and privileges of yester-evening, the luxuries of yestermorning? What rich man is content to give his boys and girls oatmeal and a speller only? What well-to-do man does not try to give his boy a bicycle and his girl a piano? What poor man does not desire to get for his family a better and larger house and to furnish it more completely and more beautifully? Can we say decisively, this lantern-outfit is not essential, but this atlas is? Do we not know that as the result of mere scenic views such or such a boy was aroused to a sense of the world and became a painter, or a scientist, or a poet? The question as to the line between essentials and luxuries cannot be answered until we can get a philosophical answer to the question. Of what sorts of people will the ideal human society be composed? For the business of the ideal school is to furnish members for this ideal human society.

The practical answer is that the progress of the world widens forever upwards and forwards by an impulse from within, not yet resolved into its elements, perhaps never to be resolved. This impulse compels a constant enrichment and enlargement of human life, in which the schools of humanity are chief instrumentalities.

A Glimpse of a Third Reader of 1845.

By ELIZABETH V. HYATT.

Altho it is as true as ever that "there is no royal road to knowledge," yet our pupils tread a prince's path compared to the one pursued half a century ago. It is like a broad Roman road beside a crooked mountain way.

I have in my possession a copy of Cobb's "New Juvenile Reader, Third Book," published in 1845, and I wonder what sort of minds the children of the third grades had when such mental diet was welcome. Testimonials are not wanting, however, from men on the board of education for the cities of Brooklyn, Baltimore, and Philadelphia, praising the work for its many excellencies.

Learning to Spell.

The author, Lyman Cobb, A.M., tells us upon the title page that the book is "for the use of small children in schools and families," and in the preface he points to his own success as a teacher, in urging the adoption of his work and methods. One of these methods is fully explained in the following instructions for spelling: "Let each scholar, in the process of spelling, pronounce the syllables as he proceeds, in a distinct tone and a deliberate manner. Thus, promote, spelled p-r-o, pronounced pro; spelled m-o-t-e, pronounced mote; then pronounced in full, pro-mote. Thus, subterranean, spelled s-u-b, pronounced sub; spelled t-e-r, pronounced ter; then subterr-a ra; then subterra-n-e; then subterrane-a-n an; then pronounced in full, sub-ter-ra-ne-an."

He also states in his preface that "works designed for instructing children in reading, should treat of such subjects as are in the range of their experience, pleasing to their imaginations, and chaste and progressive in style and matter; for it must be obvious to every reflecting mind, that the rudiments of correct reading are more likely to be acquired when the subject and language are easily understood by the child than when these are beyond his comprehension."

Reading for "Small Children."

Then, as a specimen of the reading easily understood "in subject and language," he offers the following upon Air: "Air is the fluid we breathe. Air is inodorous, invisible, insipid, colorless, elastic, possessed of gravity, easily moved, rarefied, and condensed. The whole mass of fluid consisting of air, aqueous, and other vapors, surrounding the earth, is called the atmosphere. Air is necessary to life: being inhaled into the lungs, it is supposed to supply the body with heat and animation. It is the medium of sounds and necessary to combustion."

Just think of "inodorous, invisible, rarefied, aqueous, and combustion" for children from eight to ten years!

An Easy Lesson on Steam.

There then follows an article on steam, which I reproduce entire, contrasting it with one upon the same subject, in a modern reading book. "Steam is the vapor of hot water, or the elastic aeriform fluid generated by heating water to the boiling point. When produced under the common atmospheric pressure, its elasticity is equivalent to the pressure of the atmosphere, and it is called low steam. On the application of cold, steam instantly returns to the state of water and thus forms a vacuum."

The Modern Way.

Our modern author treats the subject thus: "Steam is like air in three ways. It is very thin; it is very elastic—that is, it has great springiness; and you cannot see it. There is a great deal of force in steam. It is steam that moves the locomotive, and that causes the great steamship to plow its way thru the water. Sometimes it shows its power in destruction, as when it bursts a boiler. Look at a locomotive when it is standing still, with its boiler full of steam. A valve is opened and out rushes the steam, spreading itself and turning into a cloud of fog. It is this trying to spread itself, or to expand that makes steam so powerful. It takes but a little water

to make a great deal of steam. Steam occupies, if set free, seventeen hundred times as much room as the water does from which it is made. It tries to get this room, and in doing so exerts great force and often does a great deal of harm."

See how simple and yet forcible is this treatment compared with the other. Even the word "elastic" is explained, altho the book from which this extract is taken, was prepared for the fourth grade. Perhaps the learned A. M. had a glimmering notion that his simple (?) language might not be so easy to understand, for he arranged long lists of words before each lesson, which were to be memorized before the lesson was read. The number of new words thus introduced in one lesson is amazing. For instance, the first lesson contains twenty-seven new words, while the reading lesson immediately following contains only seven short paragraphs; and in one other lesson seventy-three new words are introduced in twenty-three new paragraphs.

Simple Words on Heat and Light.

In an article on heat the author tells us that "heat, as a sensation, is the effect produced on the perceptive organs of animals, by the passage of caloric, disengaged from surrounding bodies, to the organs." "Light," we are told, "is that ethereal agent or matter, which makes objects perceptible to the sense of seeing, but the particles of light are invisible." How simple and edifying for small children in schools and families to know that light makes objects "perceptible" but that its "particles are separately invisible." Surely the author carried out his declared intention of "exhibiting in the course of these lessons all the words of varied or doubtful orthography in the English language."

Of the twenty-six reading lessons in the book only nine can by any stretch of the imagination be called stories, and those are of the very slightest; tho among them is the old familiar one of Franklin's "Too dear for the whistle." Five of the stories and poems are of the obituary order, as witness the following:

THE CHILD AND THE FLOWERS.

Put by thy work, dear mother;
Dear mother, come with me,
For I've found within the garden
The beautiful sweet pea!

Oh, mother! little Amy
Would have loved these flowers to see,
Dost remember how we tried to get
For her a pink sweet pea?

Dost remember how she loved
Those rose-leaves pale and sere?
I wish she had but lived to see
Lovely roses here!

A Moral to Every Lesson.

Indeed, a person is surprised to see how the children's literature of those days dwelt upon the idea of death or illness. Whatever the nature of the story, a grave was sure to yawn somewhere near it; if a child was particularly amiable or loving, his funeral was pretty sure to be the closing scene of the story. There is one story in this old book, called "The way to get a lesson," where a beautiful tame pigeon, a yellow butterfly, a bumble bee, a mouse, and a spider, all visited little Harry, who was studying his lesson. As Harry was a "dutiful" little boy he shut the window against the pigeon, "hoped he would have sense not to notice the butterfly," harshly frightened the mouse back into his hole, and declaring "he would not care for any of them" finished his lesson and gladly ran into the fields to read the Bible to the haymakers.

The idea of treating all these beautiful, interesting creatures as evils, as temptations to be resisted, is in striking contrast to the delightful way the child is led in Jean Ingelow's "Seven Times One," which is found in Harper's Third Reader, to include them all in her lesson, thus:

The little lambs play, they know no better,
They are only one times one.

And,

Show me your nest with the young ones in it,
I will not steal it away;
I am old, so old you may trust me, linnet,
I am seven times one to-day.

Mr. Cobb is also at war with our modern educators as to the value of myth stories, for he says: "The practice of giving children dialogs between wolves and sheep, etc., containing statements which *never can take place*, is as destructive of truth and morality, as it is contrary to the principles of nature and philosophy; leading them to misrepresent and deceive in their relations or descriptions of things, from a desire to make others wonder or marvel; all which has a tendency to demoralize and corrupt the mind."

However, there are two short descriptive articles in his work, that are good; one on waterspouts, and one on the boiling springs in New Zealand, tho the latter carries such words as "dimensions," "convivial," and "subterranean." There are also five very fair illustrations, showing figures dressed in the quaint style of those days: short waists, narrow skirts, bare arms, and scoop bonnets.

I will finish my sketch of this interesting old book by comparing one of its poems with one found in a modern school-book.

PARAPHRASE OF THE NINETEENTH PSALM.

The spacious firmament on high,
With all the blue ethereal sky,
And spangled heavens, a shining frame,
Their great Original proclaim:
The unwearied sun, from day to day,
Does his Creator's power display,
And publishes to every land
The work of an Almighty hand.
Soon as the evening shades prevail,
The moon takes up the wondrous tale,
And nightly to the listening earth,
Repeats the story of her birth:
While all the stars that round her burn,
And all the planets in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.

WHITEFOOT AND LIGHTFOOT.

Lightfoot in his castle
Just behind the wall
Creeps along his stairway
Thru his winding hall.
Stealing to his doorway
With a noiseless tread,
He waits to hear the sleepy cook
Climb up stairs to bed.

Whitefoot on the hearth rug
By the kitchen fire,
Dreams of dainty dinners,
Such as cats desire;
Cakes, and cream, and chicken,
Gravy, rich and nice,
Platters filled with speckled fish,
Plump and tender mice.

Lightfoot from his doorway,
Creeps out quite at ease,
Tastes the golden butter,
Nibbles at the cheese;
He finds the jelly toothsome,
And thinks the pies are fine,
He says, "I'll call my little wife,
And she and I will dine."

Whitefoot moves a whisker,
Shakes a velvet ear,
Who would guess the sleepy thing
A step so soft could hear;
A squeak! there is no one awake
In all that quiet house;
And no one knows that in the night,
Good pussy caught a mouse.

Henry Barnard's Birthday.

The Founder of the Connecticut and the Rhode Island School Systems, and the First United States Commissioner of Education, celebrated his 89th birthday January 24, at Hartford.

It is now sixty-one years since Henry Barnard began his educational career in Connecticut. He was then a young man who had but recently returned from a European tour of study and travel after the completion of his academic studies at Yale college and his admission to the bar in Connecticut. In 1838 the legislature of that state passed with unprecedented unanimity an "Act to provide for the better supervision of the common schools." Mr. Barnard, as a member of the legislature, presented the bill in a speech that will long be remembered for its force and clearness. When the bill became a law, it devolved upon the commissioners which its provisions called into being, to select a suitable person to act as secretary of the board. Young Barnard was by common consent selected for the post; but he declined it, because of his desire to enter upon law-practice, the profession for which he had fitted himself at great expenditure of time and money. But the earnest solicitations of many warm friends of the new law, together with the desire on his own part to see the common schools of his native state improved, induced him to accept the post.

His new duties as commissioner of the common schools of Connecticut, as prescribed by the board, included (1) personal inspection of the schools of the state; (2) suggestions to the legislature for the better organization and administration of the school system; (3) public lectures and addresses on educational subjects to teachers and citizens; (4) the publication of a journal devoted to the interests of common school education, and (5) "to increase in any practical way the interest and intelligence of the community in relation to the whole subject of popular education."

The Sympathy of Horace Mann.

Horace Mann, whom America justly reveres for his splendid work in popularizing common schools, had been selected only one year before to bring about similar reforms in the Old Bay state. The two men were fast friends from the first and labored together harmoniously in the common cause of broadening and deepening the popular conception of elementary education in the sister commonwealths. Later Mr. Mann wrote of Barnard's pioneer Connecticut work:

"The cold torpidity of the state soon felt the sensations of returning vitality. Its half suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more fully

what it was to be a parent; teachers were awakened, associations for mutual improvement were formed, systems began to supersede confusion, some salutary laws were enacted, all things gave favorable augury of a prosperous career, and it may further be affirmed that the cause was so administered as to give occasion of offense to no one. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into the schools, without giving occasion of jealousy to the one-sided views of any denomination."

These words were uttered by Mr. Mann four years after Mr. Barnard had entered upon his career as an educational reformer. This estimate is a contemporary one and is pronounced by the only American educator who at that time could be counted as young Barnard's compeer. Change in the political complexion of the Connecticut legislature led Mr. Barnard to resign his post at the end of the fourth year. The success, however, of the reactionary party was only brief, for in a few years Mr. Barnard was recalled to the head of state school system with enlarged powers.

His Success in Rhode Island.

In the meantime he was strongly urged by Horace Mann to accept the principalship of the newly organized normal school at Westfield. At the same time he received a most urgent call from the state legislature of Rhode Island to come among them and organize the schools of that state along lines similar to those followed in his organization of the Connecticut school system. After due deliberation he accepted the latter call. Five years of faithful service brought system out of confusion and when he resigned to return to the leadership of the educational forces in his native state a writer in the *North American Review* (July, 1848) said of his work there:

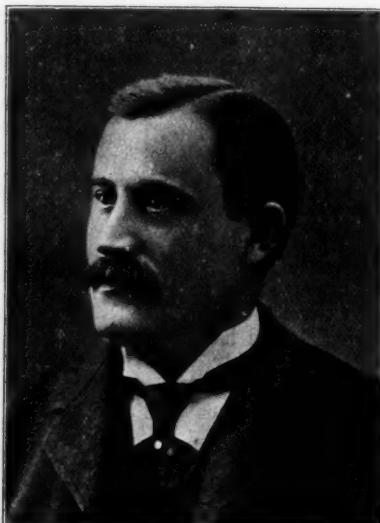
"Public confidence has been secured; the two political parties are of one mind about school reform. All the towns of the state, for the first time since the colony was planted, have taxed themselves for school purposes. In three years, one hundred and twenty thousand dollars have been raised for school-houses outside of the city of Providence; and the traveler is now delighted at the external neatness, the internal convenience, and in some instances the architectural beauty of the school-houses that have everywhere sprung up. Teachers of a high order have been introduced, good wages are paid, and a vigilant supervision has been established."

In a National Field.

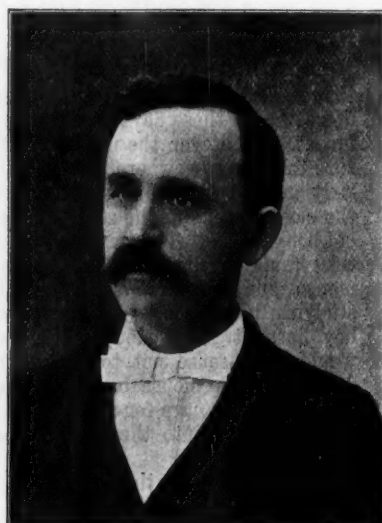
After the passage of the Congressional act of March 2, 1867, creating the office of United States commissioner of education, Mr. Barnard, as the most active and efficient American educator, was called by the president to fill the post. He assumed his national position on the



Hon. Frank Nelson, Kansas.



Hon. Lewis D. Bonebrake, Ohio.



Hon. W. T. Carrington, Missouri.

State Superintendents of Public Instruction,

14th of the same month and at once instituted a searching inquiry into the administration, instruction, and management of elementary and secondary schools, colleges and professional schools, school funds and endowments, societies for the advancement of education, school architecture and reformatory institutions. Dr. Barnard continued at the head of the educational forces of the nation until March 15, 1870, when Grant assumed the presidency and named a Republican to fill the place.

His Literary Work.

Since his retirement from his national post, Dr. Barnard has devoted his time chiefly to literary work of an educational character. In the line of historical pedagogy, with the possible exception of the German Schmid, Dr. Barnard has been the chief contributor. His *American Journal of Education*, thirty-one large volumes of over 800 pages each, is a veritable encyclopedia of historical pedagogy. It gives accounts of the development of human culture, both theoretical and practical, under varying conditions of race, climate, religion, and government; the attempts at systematic training of children in the family and schools, among the nations of the East thru the writings of Confucius in China, the Vedas and Buddha in India, Zoroaster in Persia, the Ptolemies in Egypt, and Moses, Solomon, and the rabbis in Palestine; among the Greeks, thru the institutions of Pythagoras and Solon and the teaching of Socrates and Aristotle; among the Romans, thru the didactics of Cato, Seneca, and Quintilian; among modern nations of Europe thru the schools peculiar to the early Christians—those of Chrysostom and Basil, the Catechetical school at Alexandria, the monastic and cloister schools of St. Jerome and Tertullian, the court schools of Charlemagne, and the educational labors of Alcuin, the modifications wrought thru the influence of Arabian learning with the establishment of Mohammedanism in the seventh century, the rise and growth of universities and the awakening of the scientific spirit, the revival of letters, the study of classics, the long-protracted struggle between humanism and realism, and the gradual expansion and realization of universal education.

Appreciation of the Educational World.

Many learned bodies at home and abroad have conferred upon him their highest honors. Yale, Harvard, and Columbia have at various times conferred upon him the degree of LL.D. Europeans have been as quick as Americans to appreciate the far-reaching influence of his labors. Dr. Barnard celebrated his eighty-ninth birthday on January 24, at Hartford in the house in which he was born. Altho so well advanced in years,

he is in full possession of his mental powers and physically he is quite as active as one little more than half his years. Two years ago educators from all parts of America congregated at Hartford and celebrated his eighty-seventh birthday on a grand scale. This year a few choice friends from Massachusetts and Connecticut called at the old Barnard home and paid their respects to the honored educator; many school children and teachers sent letters of good cheer, and scores of educational men and women from Maine to California sent by mail and telegraph words of hearty greeting.

Westfield, Mass.

WILL S. MONROE.



Going to School.

By MINNIE G. WASHINGTON, Miss.

With bucket and books on a bright clear morn,
Out from the house where I was born,
Down the hill where the little path went,
Happy and glad our course we bent,
Going to school.

Across the ditch on the slender plank,
And on again up the steep red bank;
Then under the wire, and across the road,
Thru the gate into meadows broad,
Going to school.

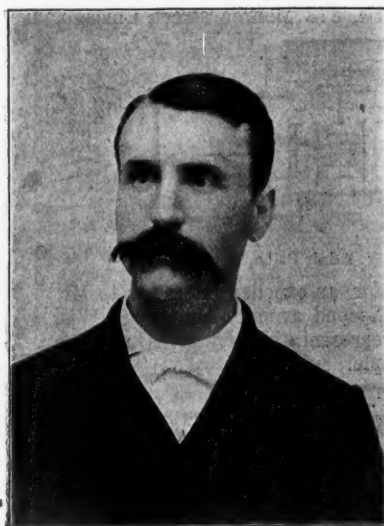
Over the ridge where the hickories grew,
And squirrels frolicked the springtime thru;
Down by the pond with its dimpling smile
Do you wonder that we loitered awhile
Going to school?

Out of the meadow into the lane,
Wondering when summer will come again,
Planning for sport with tackle and gun,
Thinking, for boys there's little fun
Going to school.

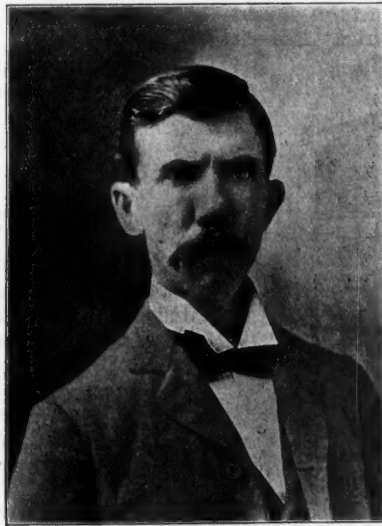
Before us the fields stretch far and wide,
Ripe with grain on either side.
The air is filled with the lark's sweet song.
We whistle a bit as we walk along,
Going to school.

At last we come to the little old hill
Where stood the school-house,—stands there still.
And the lessons that memory holds most fast,
Are the ones we learned there, in days we passed,
Going to school.

I tell you boys what you all will know
There's nothing so dear as the "Long ago."
And the dearest road our life has led,
Is the one the boy was won't to tread,
Going to school.



Hon. J. J. Doyne, Arkansas.



Hon. J. S. Kendall, Texas.



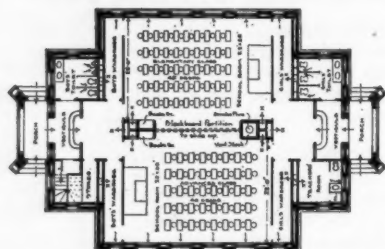
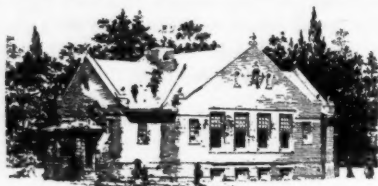
Hon. J. H. Ackerman, Oregon.

Who Assumed Office January 1, 1899.

Model Two-Room School-House.

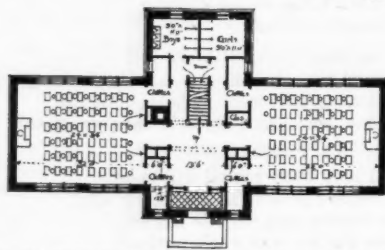
The School Journal's Second Architectural Competition.

The success of THE SCHOOL JOURNAL's competition for the best design of a one-room country school-house has been more than duplicated in the competition for a two-



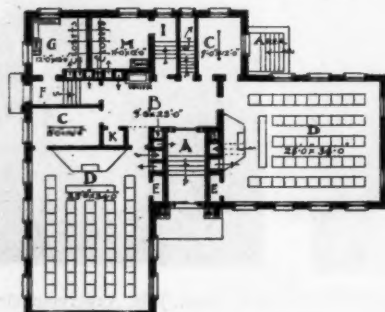
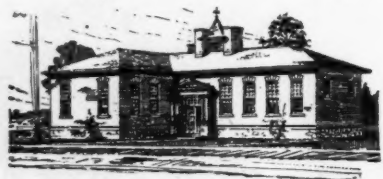
First Prize Design.—Mr. Anthony P. Valentine, Jr., Philadelphia.

room school-house, the prizes for which have just been awarded. Two hundred and six designs were submitted from well known architects in various parts of the coun-



Second Prize Design.—Mr. A. C. Fernald, Boston.

try. The competition was carried on for THE SCHOOL JOURNAL by *The Brochure Series of Architectural Illustration*, Boston. Mr. Edmund M. Wheelwright late city



Third Prize Design.—Mr. George Howell Harris, Chicago.

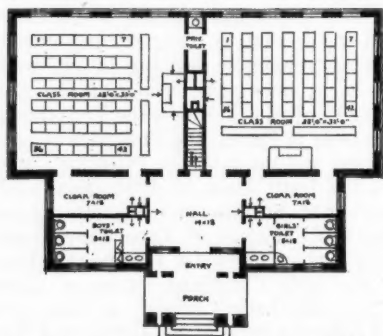
architect of Boston made the award. It will be noticed that several types are represented in the premiated designs. The fact is that Mr. Wheelwright suggested the



Mention.—Mr. Julius E. Heimerl, Milwaukee.

award of prizes for the best designs submitted in each of the three most desirable types.

The first prize went to Mr. Anthony P. Valentine, Jr., 142 Ritner street, Philadelphia, Pa. The plan is extremely



Mention.—Mr. Frederick A. Miller, Rochester.

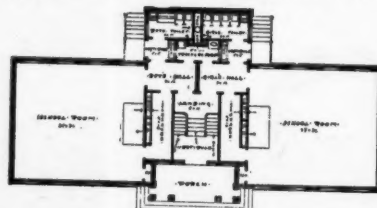
compact, simple, and attractive; the rooms [are well lighted, and no space is wasted.

Mr. A. C. Fernald, 178 Devonshire street, Boston, received the second prize. His plan represents the type with class-rooms on two sides, and no light immediately in front of the teacher's eyes.



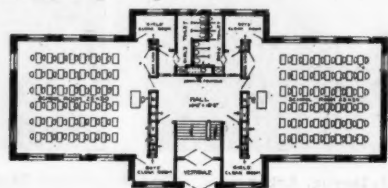
Mention.—Mr. Francis H. Cruess, West Philadelphia.

For the third prize, two competitors were closely matched. The similarity of the perspectives will be seen from the illustrations. The prize was finally awarded to Mr. George Howell Harris, 873 Monroe street, Chicago,



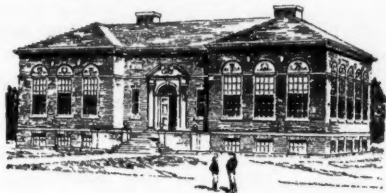
Mention.—Mr. W. Adair Price, Montreal.

Ill., and commendation for an excellent elevation to Mr. Julius E. Heimerl, 229 Second avenue, Milwaukee, Wis. These two designs are representative of what is known as the "cart-wheel" principle.



Mention.—Mr. Arthur H. Buckley, Chicago.

Honorable mentions are given to Messrs. Julius E. Heimerl, Milwaukee, Wis.; Frank E. Coombs, East Boston, Mass.; Frederick A. Miller, Rochester, N. Y.; Arthur H. Buckley, Chicago, Ill.; W. Adair Price, Montreal; Arthur J. Eagleson, Mt. Vernon, N. Y.; H. Hilliard



Mention.—Mr. Frank E. Coombs, East Boston.

Smith, Hartford, Conn.; Richard Philipp, Milwaukee, Wis.; R. E. Rust, St. Louis, Mo.; Carl P. Bergen, Philadelphia, Pa.; Louis La Beaume, Boston, Mass.; and Leon N. Gillette, Philadelphia, Pa. All these designs will be treated more extensively in later numbers.



Variety Entertainment for the School.

A writer in the *School Music Review* for November 1, who signs himself "Wakeling Dry," gives some very practical suggestions for an interesting school entertainment. He has in mind particularly the village school, but in his lively, rollicking style he gives a number of tips which can be utilized in the city as well as in the small country town. There may be some over cautious souls who object to some of the writer's propositions, but they certainly must admit the ingenuity of his program and its superiority over the time-worn reception with its poor singing and worse piano playing, with a few spoken pieces sandwiched in between. Have we not paid, he asks, our money to charity and, fortified with this pious intention, borne the rest with as good a grace as we could? Are we not a little tired of the "mammy" and "auntie" style of ballad, and the Duet in D by on Diabelli? May we not try just for once, let us say, to have a variety entertainment, and that without pledging ourselves to the "lion comique" in ill-fitting garments and acarmined nose, or the inanities affected by the lady "serio" in blue plush and a Buffalo Bill hat?

Not Difficult to Arrange.

Such a variety entertainment should not be difficult to arrange. The advantages are not a few. There are no long rehearsals and learning of parts, no parts to fill that require special dramatic ability so often necessary in the simplest of plays, no scenery to paint, no dramatic license to procure, no author's fees to pay. Are not these things of some solid advantage to you entertainment projectors? Are they not worth a little consideration? Let us get to work and hold a meeting and see what talent we have available.

The Stage and the Band.

Let us think first of the hall and platform. If the latter exists in the former, so much the better; if not, the school tables must be pressed into the service and the local carpenter must lend his aid. The size must depend upon circumstances, but it must be as high as can conveniently be arranged, so that those in the back seats can see without standing up or craning their necks. A drop curtain must next be thought out; but even this, tho greatly adding to the effect, can be dispensed with; screens at the back, curtains draped at the sides, palms here and there, constitute the *mise-en-scene*, and any other decorations that will add to the effect are at your disposal so long as they leave a good space for the performers and are well out of the way of arms and legs.

The next thing to think about is the band. If you possess a *judicious* player, the combination of that much-abused instrument, the harmonium, with a violin and the

inevitable piano, will furnish a capital and most effective accompaniment—one, moreover, that is easily available for practices, and one that will not require a great deal of writing out of parts. One often laments that this combination is not more frequently used. There is much delightful music written for these instruments. I have now in my mind a Pastoral by Guilmant, one of the best duets for harmonium and piano that was ever written. Let us put this down on our program as an *entr'acte*. For the overture one can choose a piece that has more noise in it, and this should not be difficult.

The musical director had better play the harmonium, and this important person will also be the stage manager; at any rate, as far as the direction of stage affairs goes. You must have one other man on the stage to see that each "turn" on the program is ready and to signal to the director to begin the symphony.

The same scene will practically suffice for all the show, and the curtain once up will only come down when the exigencies of the next turn demand it for the arrangement of properties or furniture.

Stage Management.

A very great deal depends on smoothness in these entertainments; everything must be ready and up to time, and the stage man (a better word in this case than manager) must take his coat off and work, and not expect that mere direction will suffice. The success of the entertainment depends on the separate excellence of each item, not, as in theatricals, on the performance taken as a whole. Three full and complete rehearsals on the stage or platform will be found none too many, and, of course, many private coachings of songs and recitations; but



From "The American Girl's Handy Book" Charles Scribner's Sons.

these will be found probably far less trouble than a play involving a large cast.

Now for some items on the program. Begin, for instance, with a quartet—great opportunities here for inventing names: "The Woppington Warblers," as an example of what *not* to choose—two ladies and two gentlemen, or two boys and two men; dress them in simple costume and sing folk-songs. A selection of two or three can be made from the various collections, English or foreign, and the costume might be varied with the nationality of the song, if this will not take too long.

We will next follow with a darkey song, either with or without a banjo. The same performer might be able, with a little practice, to execute a little eccentric dance in the moonlight (here is an opportunity for the gentleman who shows the magic lantern) or give a stump oration.

One of your friends does a little conjuring, perhaps a neat little trick or two, something smart and short, not involving a whole heap of paraphernalia. There would, of course, be a greater facility for the use of confederates if such were necessary, and, coming as it would as a single trick, their share in the performance will be less likely to be noticed. There are two or three illusions—"the suspended body," and the "talking head,"—not difficult to manage, one of which would form a good conclusion to the "Séance Fantastique."

Dumb-bells, Games, Action Songs.

You will probably have a gymnasium in connection with the school. Bring on your parallel bars, as being the piece of apparatus most easy to cart about, and let them do some of their most showy exercises and finish with a *tableau* or two. A lively gallop is the appropriate music for gymnasts. One of them may be an expert at Indian clubs and can appear singly, or perhaps some young women can oblige with a display of musical drill. They will make a charming appearance, particularly if they will not mold the fashion of their costume too rigidly on the model of the bathing dress.

Then why not have the school children present some charming action songs. There are plenty that lend themselves admirably for our purpose. Some will be better as choruses, some will do for solos. If you can get the school children to perform an historical exercise closing with a flag drill, you will fire patriotism and drive home some history that everybody will be glad to learn. You might also take some old games or country dances—ones peculiar to your locality. Consult your antiquarian friend on the top of the hill who has a passion for folklore. What an education for you all—performers, arrangers, audience—if only this one thing on the program teaches you something of your country's music. Your friend with the rousing voice and rollicking manner will sing you some inspiring hunting songs, and the audience will lustily join in the chorus.

Animated Pictures, Ventriloquism, etc.

I suppose you haven't anyone in your neighborhood who possesses an animated photograph machine? Well, never mind. Get a set of slides illustrating some popular and stirring poem and have it recited while the pictures are shown upon the screen to the accompaniment of judiciously selected music. The screen can be lowered by a roller like a scene and then utilized by being illuminated at the back for hand shadows or a shadow pantomime.

A little ventriloquism is not difficult to acquire up to a certain point and your conjuring friend probably knows something about it. He will be glad of this opportunity of working it up and putting the dialog into shape.

There are plenty of opportunities for your soprano lady, particularly if she can sing archly. Japanese costumes are neither difficult nor costly in these days of art-drapery and piano-backs, and Walter Hedgcock's "mouse-mee" is a very quaint and pretty song. Your contralto can borrow a basket and a red skirt and her "Fisher girl's" song will be immensely successful.

Your Choice.

It only remains for you to make a choice from these suggestions, or to improve upon them, and set to work to arrange your program. Something fresh in the way of printing it can be introduced by placing the performer's name first and the title of song or performance afterward. Get it over in good time and let it go with a bang from start to finish.



Admirers of Baron Nils Posse, the pioneer and exemplar in America of the Swedish system of educational gymnastics, unveiled a monument to his memory in the cemetery at Stockholm on May 15 last, the anniversary of his birthday. It is a rough shaft of fine-grained light gray granite, unpolished except for the face where the inscription has been chiseled and gilded. The illustration shows the epitaph and the bronze medallion of Baron Posse. The monument shows the appreciation and affection of Americans for the educator and the man.

[THE SCHOOL JOURNAL is indebted to *Werner's Magazine* (Edgar S. Werner, Editor), New York, for this illustration.]

Letters.

The Hand as an Optical Instrument.

Altho artists and scientists are commonly well aware of the advantages of monocular, or one-eyed, vision, and the use of the hollow of the hand as an impromptu stereoscope for the inspection of pictures, the general public knows little of them. Anyone who carefully watched the crowds that daily thronged the Art building at the World's fair might have observed how very few persons among them ever availed themselves of this ready resource. And yet, how different is the appearance of a really good picture thus seen, and the same viewed in the ordinary way by binocular vision! Regarding it thru the hollow of the hand as thru a stereoscope, with a single eye, we obtain a relief, a quality which is otherwise more or less wanting; in other words we obtain a third dimension—depth—which is indispensable to a realistic effect. Nor is this method applicable in picture galleries alone; every photograph, engraving and print of correct design, may be treated in the same way.

As with a stereoscope, so with its impromptu substitute, we obtain increased focal length, and with it the several artistic advantages thence accruing. On the other hand, defects in pictures and drawings are ruthlessly exposed by the same means. Trifling errors in perspective, which might have passed unnoticed under ordinary inspection, are revealed in their full deformity. With juster conceptions of the magnitude and relative dimensions of objects, monocular vision, combined with the stereoscopic use of the hand, gives us also a more correct appreciation of the effects of reflected light as applied to the confused appearance caused by reflective media between object and observer and to artificial reproduction of the same effect.

The effect of the hand when thus used, in modifying or correcting our perceptions of color is interesting to note. The rays of the setting sun are flooding the landscape with golden light. Prominent in the distance stands forth a church tower lighted up with a rich orange glow. By regarding it attentively thru the hollow of the hand, and opening and closing the latter suitably, the tower can be made to assume any intermediate tint between the white it really is and the orange it has assumed in the rays of the sun. The wood, too, dark, somber and night-like to the unaided vision, in like manner can be made to resume the hues they wore in the broad light of noonday. A bright patch in the far distance shows a soft subdued white, and we notice then for the first time that to the unassisted eye it presents a bright golden color. Indeed, our perceptions of color are mainly dependent upon comparison—contrast. But these are quite inadequate to enable us under all circumstances to detect and discriminate between minor differences of shade by ordinary unaided binocular vision. For that purpose, we may have recourse to the hollow of the hand, looking thru it at the object with one eye, and comparing the effect observed with that produced on the unshaded eye.

In such cases, the chief object is not binocular vision, for itself, but the shading of the eye by the hand thus applied. As with a Nicol's prism, we thus restore the equilibrium of the blue light diffused thru the atmospheric regions—which in the landscape above referred to was overpowered by its complementary color, the orange emanating from the sinking sun—and are so enabled to see objects under the hues they would present when viewed by the white light of the noontide sun.

Clinton, N. Y.

ROBERT BRUCE.

Not Too Broad.

The article on the "Prime Things" in THE SCHOOL JOURNAL might seem at first as too broad, but the reflecting teachers will not think so. I have been in the school-room for a good many years and I believe the editor has correctly stated the "prime necessities" in that article, and from what I know of Commissioner Moriarty I believe he will coincide. I do not think he means more "drilling" in arithmetic. Before you can drill much in arithmetic you must "wake up" the mind; with the mind waked up you can do a great deal.

But some of us teachers may think too much is asked when honesty is put down as one of the results of our work. Now I think that the discipline of the school-room, the attitude of the teacher, his mode of teaching, laboring for accuracy and rightness in the making of an A or a B all have a strong tendency to produce honesty.

When pupils come before me who exhibit an "alertness of mind," "general intelligence," "perseverance," and manifest a desire for improvement, I am certain they can read and write and cipher well. The aim of the teacher must be more than the three R's. A boy set up a mark on a fence and invited his comrades to hit it with stones; in that way, we are told, he cleared away a lot of stones. We set up reading, writing, and arithmetic as a mark and in getting them learned, train the mental powers and make the boy fit to engage in the battle of life.

New York.

M. L. TOWNSEND.

New York State Educational Meetings.

Feb. 10-11.—Art Teachers' Association of New York state, at New York city. Sec'y, Mary J. Dyer, Rochester, N. Y.

June 26-28.—University Convocation, of New York state, at Albany. Sec'y, Melvil Dewey, Albany, N. Y.

July 5-7.—New York State Teachers' Association, at Utica. Sec'y, Benjamin Veit, 173 E. 95th st., New York.

July 5-7.—Child Study Society of New York State. Sec'y, E. F. Buchner, New York University, Washington square, New York city.



The Late Baron Nils Posse.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING FEBRUARY 4, 1899.

The experience of New York, Chicago, Philadelphia, and Boston has abundantly demonstrated the wisdom of employing an able school architect to look after the planning, building, and equipment of schools. Mr. Normand S. Patton, the well-known architect of the Chicago board of education, in writing about the abolition of the office of city architect in Boston, declares that the tendency under individual architects is toward variety of design and plan rather than to progress in any definite direction, besides involving a vast increase in the expenditure of money.

Pres. Andrew S. Draper, of the University of Illinois, is nothing if not positive, on questions concerning the organization of school systems. This is a problem to which he has given much thought, and his legal studies, together with an intimate acquaintance with the working of large educational systems, gives peculiar weight to his words. He spoke recently at Cooper Union on "Schools and Citizenship," and his clear cut statements made a deep impression upon his large audience. He said among other things:

"Concentrate authority; locate responsibility; let boards legislate and get experts in their various lines to execute. Give the members of the board no patronage. Make an expert responsible for the condition of your school-houses, and let the parent whose child is losing his eyesight or his health from bad sanitary conditions, know where to find that man. Make one man, an expert, or a board of experts responsible for the appointment, assignment, promotion, and removal of teachers. Give them competent assistants. Open matters to the light. Do away with the idea that any one has a claim to a position in the schools. Make tenure and rewards certain, but only on a merit basis. Do not worry about officers dismissing more teachers than they should—individual responsibility will prevent that. Shut out the crowd, and get the teachers who are best prepared."

With the present number, THE SCHOOL JOURNAL begins a series of full-page portraits of superintendents and presidents of the larger school systems, and also of a number of the leaders of educational thought in the United States. One portrait is to be published each month, made from recent photographs and printed on the finest coated paper. The series opens, fittingly, with the portrait of the superintendent of the greatest school municipal system of this country. New York city includes the boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Richmond. Dr. Maxwell is thus at the head of an educational system comprising over 8,000 teachers and nearly half a million pupils.

The series will include portraits of Supt. Andrews, of Chicago; Pres. J. J. Little, of the New York city board of education; Supt. F. Louis Soldan, of St. Louis; Pres. Harris, of the Chicago board of education; U. S. Commissioner W. T. Harris, and others.

A letter from a superintendent says: "I resigned because I would not tolerate having a member of the school board use the school to further his political fortunes. I could have remained here well enough, if I could countenance what was being done; but I felt it my duty to protest in the strongest way I could." It is a pity that politics still continues its hold upon a large number of public

school systems. There are still many men on school boards whose only object in being in that position is a desire for prominence and greater political emolument, but there is the hopeful side—that there is less of this than formerly. In fact, there are quite a number of towns and cities in which the politician's meddling with school affairs is not tolerated.

THE SCHOOL JOURNAL recently conducted, at its own expense, two important architectural prize competitions—for one and two room school buildings. In the first competition, sixty-six designs were submitted. The succeeding one aroused even greater interest and no less than two hundred six designs were sent in. The prize designs of the first competition, together with a number of good plans, have already been published. The best of the material secured in the second competition will be presented in succeeding numbers. Attention is called to the announcement on page 130, which gives a number of miniature reproductions of architecturally and hygienically handsome and desirable two-room buildings. These competitions represent but a small part of THE SCHOOL JOURNAL'S efforts in behalf of better school buildings, fittings and apparatus. Photographs and floor plans of model school buildings, articles on heating, ventilation, needs of new school apparatus, etc., will continue to form prominent features of the monthly School Board Number.

School Extension.

The results of the work of the schools would be quadrupled if there was a *following up* of what is so well begun. Take a primary school of 1,000 pupils; at the end of four years they are ready for the advanced grammar, so-called, department; it is estimated that 250 of those will enter on the higher studies, and 750 be set upon work of some kind. The influence of the teacher will still be exerted upon 250, over 750 it will be withdrawn.

This is a momentous fact. These children are, in cities, for several hours each day away from their parents, in workshops, so that their education will not be continued unless some means fitted for the purpose is put in operation. There ought to be an *extension of the primary school*; it is more urgently needed than an extension of the university.

We propose this plan: That associations be formed of which the teachers of the primary school shall be members; that the list of pupils not going into the advanced school be turned over to them and that some appropriate studies be devised, and each pupil be set to work upon them.

Records Kept.—The names and addresses, occupations and studies undertaken and the results should be rendered.

Night Schools.—Special night schools to begin early (6:30 to 7:30 P. M.), to be held in the early fall, spring, and summer months should be planned.

Libraries.—One of the principal things would be the reading of a special list of books.

Reports.—There should be monthly reports made out by these extension pupils.

The Center.—The center of this activity should be the primary school and a room should be set apart for library, reports, etc.

Lectures.—Lectures should be given suitable for juvenile minds; the lectures now given by the board of education of New York show what can be accomplished for adults.

Fees.—No fees should be charged; but no one allowed to attend lectures or draw from libraries who was a member of the School Extension Association.

Employers.—In the records the name of the employers should be kept and circulars be sent to them so that they would encourage the movement.

Assistants.—For the present, those who should carry on this important work would do so without pecuniary reward. The principal of the primary school and her assistants would soon draw around them a number of persons who would do the visiting needed. Eventually the board of education would take up the work; there is no doubt of it.

Two Kinds of Pedagogy.

There always has been pedagogy; it is not a late discovery by any means. The first ones to practice it are the mother and the father, then the teacher. The first performed what we once called parental training, and do yet because it is mainly training; the latter gave instruction mainly, and, as he did a similar work in each subject there arose a sort of science, and this was pedagogy. The trouble was that each one had a pedagogy peculiar to himself; what he knew died with him.

Something more than a century ago one man began to grope for the common principles applied by all teachers; he began to have principles of action; he attracted great attention from thinking people and from teachers; the interest spread to this country and has not abated since. Teachers began to study for principles, and to teach in accordance with them. Finally, this body of knowledge was named *pedagogy*.

Now there are always two classes of those who perform the world's work; those who think, experiment, observe, and act; those who see what the others do and imitate them. Twenty-five years ago those who claimed there was such a thing as pedagogy were laughed at; but earnest men and women believed it was needful to study teaching and kept at it. They reached results and then came the imitators. Some who had never taught a day became the loudest talkers; there were writers, too, who prepared quite pretentious articles. There are a great number of believers in pedagogy now; all who see a position ahead worth more than the one they now hold, believe in pedagogy. These wink knowingly when the word pedagogy is used.

Some teachers have read a few authors on education—Page, Payne, Parker, Spencer, but it has not modified their practice a particle; they believe and act just as they did aforetime. There is another class that aims to do the noblest thing possible for the pupil; they determine to do more than study just the pupil before them; to study the pupil in general. They read books, too, not so much to get book knowledge, as to look at the pupil thru the eyes of thinkers on educational problems. This class has always existed. Page was one of these, so is Parker; and there is a long list of men of a similar kind who have tried to find foundation principles in teaching.

But these are likely to be unobserved in the great

rush of people who loudly claim "we understand pedagogy." There are real pedagogists and nominal pedagogists; the former study the pupil and books, the latter cram from the books. They can answer questions and make a good showing in that way, but will they help on education? We doubt it.

Prof. Branson's Advice.

Not every teacher who arrives at a professorship is able to give as sound advice as we find in a Southern educational paper. The many who achieve no principalship or superintendency and are the recipients of the usual small salary, when they see an office and recognition bestowed on one of their number will wonder how it came about. Longfellow sums it up in his inimitable manner thus:

"But they, while their companions slept,
Were toiling upwards in the night."

Prof. Branson declares the animating thought must be "to be bent on being a good teacher." Starting out from this undeniable postulate he advises (1) reading educational journals and books, yes, studying them hard. (2) Study the school itself. (3) Work conscientiously to reach a high ideal in school work. (4) Think out new and better ways; do not be bound by tradition. (5) Find a successful man and come into contact with him; make a study of him. (6) Attend the institute and be an active member; listen to *learn*, come as a *learner*. (7) Pursue some study for culture purposes; cultured persons are the best teachers. (8) Study human nature out of school, it will benefit your school study of human nature.

All these suggestions show that the University of Georgia has an exceedingly practical man on its faculty. He answers the question so often asked as a man is seen going up on the ladder of recognition, "How did he get there?" As we watch a man ascending on a ladder leaning against a building we see there are "rounds" on which he plants his feet. In the case of the man who ascends from the place of assistant to the position of principal or superintendent, the "rounds" are mainly moral, so to speak; they are constructed of materials belonging to the man himself.

If 1,000 teachers in any state would read Prof. Branson's advice and follow it with half the assiduity a cat does the scent of a venturesome mouse, in ten years they would be the best known teachers in that state, and, unless personally objectionable, would occupy prominent positions. Few follow Nos. 1 and 2; they think that teaching is a business any one can perform, if they only know a little arithmetic, geography, and grammar. On the contrary, the knowledge of arithmetic, geography, and grammar is but a hundredth part of what makes one a successful teacher.

A great many men begin teaching and then go into something else; they observe that in a collection of teachers, say at an institute, most possess but little intellectual power and culture. When as many lawyers, physicians, physicians, and clergymen meet they observe there is mental ability and culture. They conclude teaching is not a good profession to stay in. If a man of ability stays in it and follows Prof. Branson's advice he will achieve as good a position and salary as most of the other professions, in our opinion.

The Educational Outlook.

Visiting Days for Teachers.

BUFFALO, N. Y.—Supt. Emerson has arranged a system of exchange of visits between kindergartners in the city, the objects of the visits being to acquaint the teachers with each other and each other's work. They give every kindergarten and first grade teacher the opportunity to spend one entire day in visiting the rooms of other teachers. The visits have been carried out without in the least interrupting the work, the first grade teachers taking the classes of the absent kindergartners. Reports are made to the superintendent, and many of the reports speak of the hospitality with which the teachers are received, and the help they get from the visits. The circular of directions which Supt. Emerson has given to the teachers is as follows:

"Miss—: Your attention is respectfully called to the following directions: Reach the kindergarten not later than 8.30, and remain during the entire morning session. Please refrain from conversation, or remarking upon the appearance or work of individual children. The directress will be glad to answer questions at the close of the session. Observe the unity of the morning's work, the spontaneity (self expression) and obedience of the children. State the central subject or thought of the morning in your report to the superintendent. Please detach the following form and insert the items called for. Do not forget to secure the signature of the principal of the school visited. Mail or send the form to the superintendent as soon as possible. If it is inconvenient for you to leave the school on the day named, please inform the superintendent without delay. It is optional with you to spend the afternoon in visiting first-grade rooms, in writing a detailed report of your observations or in your own school."

Teachers Lose their Case.

ST. PAUL, MINN.—A number of Minneapolis and St. Paul teachers appeared before the legislative committee on general legislation last week to argue in favor of their pension bill. Miss Weston, of Minneapolis, said that the bill was to a degree compulsory, because the voluntary subscription system had failed to work in other states. The teachers asked no aid from the state, she said, but only authority to collect and disburse a fund aggregating one per cent of each teacher's salary. Supt. Smith, of St. Paul, said that the teachers who had given up their strength and mental ability in the service of children, had given them in a noble cause, and provision should be made for their declining years. But the legislative committee was unconvinced, and by a motion of eight to seven, the bill was recommended for indefinite postponement.

Polytechnic High School for Washington.

WASHINGTON, D. C.—It seems now that the appropriation from Congress for the long-desired mechanical arts high school will be obtained. For ten years Supt. Powell, backed by the trustees and the board of trade, has urged the need of the school. Congress appropriated last year \$50,000 for a site, and the one at the southeast corner of Seventh street and Rhode Island avenue, N. W., was selected. Recently the house of representatives appropriated \$75,000 for the building, and the senate raised this to \$100,000. The matter will be finally settled in a short time, and the school can be erected in the course of a year.

The course of study is to include pattern-making, iron, and brass-molding, architecture, bridge-building, tests of the strength of materials, drawing, designing, tattooing, wood carving, sculpture, millinery, dressmaking, and domestic arts. These will, of course, be divided between boys and girls, the object being to fit them for whatever mechanical or artistic pursuit in life they wish to follow. In short, the school will be modeled along the lines of the Pratt institute, of Brooklyn, the Armour institute, of Chicago, and the Drexel institute, of Philadelphia.

The courses in manual training, sewing, cooking, and the like, in the lower public schools, very naturally lead up to the work in this higher school. So that there are now about 350 pupils in the schools who will be fitted to enter the new school upon its completion.

Improvement of School Libraries.

The committee on the relation of public libraries to public schools, appointed by the N. E. A. last July, is doing a most valuable and commendable work in bringing the library in closer harmony with the school. The committee, of which City Librarian J. C. Dana, of Springfield, Mass., is chairman, has assigned to each member some portion of the work.

Mr. Sherman Williams, of Glens Falls, N. Y., will report on a list of books to be recommended for pupils in grades one to twelve with special reference to the average country school teacher and the average grade teacher. Secretary Frank A. Hutchins, of the Wisconsin Free Library Commission, is to investigate the relations existing between libraries and schools in the country districts and towns of the United States, and will prepare a brief outline of books which may help a country teacher to organize or improve a library. M. Louise Jones, of the state normal school, Emporia, Kan., will have charge of the normal school part of the work; Prof. Charles McMurtry,

of the state normal at Normal, Ill., will examine the books and libraries in grades one to four in the country generally, and Mr. Dana, the chairman, will report on the attitude of libraries toward schools and the promotion of the right kind of feeling on the part of the librarian towards the teachers. The report of the committee will be awaited with interest.

Blue Print Illustration.

SYRACUSE, N. Y.—The pupils of the Croton school, under the direction of Prin J. E. Conan, have adopted the plan of illustrating poems by blue prints. Fifteen minutes have been devoted to the work each morning at the opening of school, and the work was given to the six classes of the senior grade, each class having a special author. The pupils of the class read his poems, studied his life, and selected quotations from his best poems, writing all this in their exercise books. The blue prints were then inserted in the proper places. The material for the work was heavy drawing paper seven by eight inches, and cost for each book eight cents, with one cent for every blue print. The books as finished are very artistic.

The benefit of the work to the children in writing, literature, neatness, spelling, etc., is obvious. They take great pride in their books and refuse to sell them. The idea has been taken up in other cities and towns, and bids fair to become popular.

Thomas Kirkland.

TORONTO, ONT.—Thomas Kirkland, M.A., president of the Toronto normal school, died December 31, from heart failure. Mr. Kirkland was for many years one of Ontario's prominent educational workers. He was born in Ireland, coming to this country when only nineteen. After brief service in grammar school work, he became interested in secondary education, and for years was head master of the Whitby school. The efficiency of his work here resulted in his appointment as assistant master in the normal school, where he remained from 1871 to 1884, when he became principal. He did not give up his academic work, however, but held the professorship of chemistry in Trinity Medical college to the close of his life.

He was one of the organizers and promoters of the Ontario Educational Association, and was a constant attendant at its meetings.

Mr. Kirkland received the degrees of bachelor and master of arts from the University of Toronto in 1870 and 1871. He was elected a member of the senate of the university, and became one of the pioneers in the movement for the higher education of women in Ontario. He was sixty-five years of age.

Brief Items of Interest.

TARRYTOWN, N. Y.—The new \$100,000 union school building at Tarrytown stands on the site of the old Baldus Van Tassel house made famous by Washington Irving. In the fine room assigned to the library stands, under glass, the Van Tassel front door, with a picture of the house painted on one of its panels. This school building is said to be one of the finest in the state, specially in its heating, lighting, and ventilation.

The example of Tarrytown is about to be followed by North Tarrytown, which has just appropriated \$50,000 for a similar building.

CHICAGO, ILL.—Prin. Charles S. Bartholf, of the Burr school, has resigned, and will enter business. He has been connected with the Chicago schools since 1885, when he was made principal of the Emerson school. Since 1888, he has been in his present position. He has been a prominent member of the George Howland club.

A Confession and a Word of Warning.

A few weeks ago I was waited upon by a man who looked like a gentleman and who wished to get from me, because of my acquaintance with the city, the names of people who were out of work in order to offer them employment. I asked him what the character of the employment was, and he said it was to travel and secure canvassers for books. I remarked that canvassing was a fine art, and I did not believe he could hire canvassers, much less people to train canvassers, from the people whom I knew. He said that by his method of training a person in a few days could learn to do the work, that there was no risk connected with it, that the firm by whom he was employed paid \$40 for the first month's services, etc. In response to his importunities I gave him the names of certain people whom I knew to be out of employment.

I have since learned that I did not get from him the entire plan of operations. It seems that he goes to people who are out of employment and paints the business which he offers in such rosy colors that they are persuaded to sign a contract to work for the firm for one month, for so many hours a day, and as a guarantee of good faith to deposit \$7.50. A lawyer tells me that the canvasser and probably the firm behind him live upon these forced contributions from poor people, and that the scheme is so barefaced a form of robbery that I ought to have detected it at sight. Thinking, however, that other superintendents may be as simple as myself, I write this confession as a word of warning.

SUPERINTENDENT.

New York City.

Some time ago the Brooklyn board of education offered to return to the other boroughs the money which would be hers in case she won suit against the central board, except that needed to put into operation the new salary schedule. At the meeting of the central board last Wednesday, Pres. Swanstrom and chairman Maxwell of the finance committee of Brooklyn, reported that the borough would have \$60,000 of the \$325,000 left, and this amount they relinquished to the central board to be used as was seen fit.

THE MONEY NOT YET PAID.

The board took up the question of apportioning the \$325,000 to Brooklyn, as ordered by the court of appeals. Mr. Anderson, who has championed the central board in the suit, held that it should not be apportioned until the legislature had settled the matter of apportionments for 1899. Mr. Dresser, of Brooklyn, argued that the order of the court was mandatory, and that Brooklyn needed the money for the January and February salaries. Finally, the matter went over to the next meeting.

RETIREMENT OF PRINCIPALS.

The question of retiring a number of the older principals has caused considerable feeling. A number of principals have protested against their names being placed on the retirement list, claiming that they were quite able to continue their work. Supt. Maxwell withdrew his recommendation concerning Prin. Alpheus Du Bois, of No. 36, saying, "I venture to express the hope that he may be permitted to complete during the present year without disturbance his half century of intelligent and faithful service in the public schools of the city." The board then went into executive session and confirmed the recommendations of Supt. Maxwell.

LICENSE LEGISLATION PROPOSED.

A series of resolutions were presented to the board by the committee on school system. These relate to such regulation of the license system, that each teacher may know his standing and to what he is entitled. At the request of Mr. O'Brien, the resolutions went over, that the new members might become more conversant with their provisions and effect. They read as follows:

Resolved, That the licenses held by class teachers in the borough of Manhattan and the Bronx on February 1, 1898, be classified as follows:

1. The licenses held by vice-principals of elementary schools shall be regarded as equivalent to permanent head of department licenses.

2. All teachers in elementary schools who on the thirty-first of January, 1898, held permanent licenses, and who then had not less than eight years of experience in class teaching in the boroughs of Manhattan and the Bronx, shall be regarded as holding permanent license No. 2.

3. All teachers who hold permanent licenses issued prior to February 1, 1898, not included in the foregoing lists shall be regarded as holding permanent license No. 1.

4. Teachers holding temporary licenses issued prior to February 1, 1898, shall be regarded as holding temporary license No. 1.

Resolved, That the city superintendent be and he is hereby authorized to issue the foregoing licenses on application to any teacher or teachers entitled to receive the same.

Manhattan-Bronx.

It is proposed to make graduation from the high schools requisite to entrance into the Normal College or the College of the City of New York. This was the plan when the new high schools were started.

Ten Shop-Work Vacancies.

Five new work-shops have been completed in the new school buildings in Manhattan and the Bronx, and by the end of this month, there will be at least ten vacancies in shop-work instructorships. These places will be filled by candidates taken from the next eligible list, as the present list is exhausted. Information concerning the requirements can be obtained from the board of examiners, 421 Broome street.

Brooklyn.

The sinking fund commission has refused to lease the building on Bedford avenue, in which it was proposed to establish the new eastern district high school. Many are hoping that a new building will be at once erected so that the school may soon be started.

Brooklyn Opposes the Ford Bill.

A special meeting of the Brooklyn board was held Tuesday afternoon, and the Ford bill, before the legislature, was discussed. The board argued that as the bill took from the borough boards and gave to the central board the power to grade teachers, make appointments, and fix salaries, it was detrimental to the interests of the boroughs and against home rule. A committee was therefore appointed to appear before the cities' committee at Albany next Tuesday, and oppose the bill.

Queens.

Stages for transportation of pupils are now a regular part of Queens' educational system. Fourteen are employed to carry the children to and from school. When the greater city was

laid out, the boundary line thru Queens county cut off, in many instances, the children from their schools, so that while the children were in Queens county, their schools were in Nassau county. The nearest schools in their county were, in some cases, miles away. The resulting decreased attendance finally led to the employment of stages, which now make regular trips at the expense of the board of education.

No Money for Janitors.

The Queens borough board has advertised for proposals for completing three new school-houses at Newtown, Creedmoor and Queens. The contractor has been unable to finish the buildings. Even when they are done, it is hard to see how they can be opened, for the board has no money to hire janitors and engineers, tho hundreds of children in the borough are without school accommodations.

Philadelphia News.

PHILADELPHIA, PA.—The amount appropriated by councils for teachers' salaries this year took no account of the new teachers that would be needed in the new schools and other teachers made necessary by the increase of school population. An item of \$20,000 for this purpose was put in the board's budget, but was left out by the sub-committee of the council's finance committee. The \$3,500 item for summer schools was also cut out, and unless councils pass an additional appropriation to cover these two items, the finances of the board will be in bad shape at the end of the year.

Board Will Aid Graduating Classes.

The expenses of graduation from the high schools will be partly borne by the board this year. The expenses have hitherto been borne by the classes, and the burden has been a heavy one. The girls' high school will receive about \$400 for the purpose, the boys' high school \$150, and the two manual training schools \$100 each.

A Valuable Collection.

Dr. Ida A. Keller, head of the department of biology and chemistry in the girls' high school, has succeeded in getting promises of a valuable herbarium. About 1,000 specimens will be given by former Councilman Uselma O. Smith. Nearly 700 of these are mounted. Mr. Charles Lippincott, of Swedesboro, N. J., has offered about 700 specimens of the flora of New Jersey; and Mr. Albrecht Jalin has promised a collection of 200 specimens of flora collected from beds of ballast deposited on the Delaware shores from ships from all over the world.

Some New Schools.

Proposals have been advertised for the erection of two new fifteen division school-houses—one at Sixteenth and Porter streets, and the other at Ontario and G streets. Two wings, of twelve divisions each, will be added to the Blaine school, in the Thirty-second section; a four division annex will be made to the Keyser school, Twenty-second section; and a third story will be added to the Wharton school, second section.

For the meeting of the National Educational Association, Department of Superintendence, at Columbus, O., February 21, 22, and 23, reduced rates have been made of one and one-third fare for the round trip. This will render the cost of transportation from New York to Columbus and return \$21.67. The charge for sleeping car accommodations will be \$3.50 for each double berth.

Special arrangements have been made with the Pennsylvania Railroad Company for a party to start from New York on the train leaving West 23rd Street Ferry at 1.50 P. M., Cortlandt and Desbrosses Street Ferries at .00 P. M., and Brooklyn Annex (Foot of Fulton street) at 1.35 P. M., Monday, February 20, reaching Columbus at 7.00 A. M. next day. This is the shortest route and quickest time between New York and Columbus. If a sufficient number signify their intention of traveling by above named route and train, the railroad company will provide a special sleeping car for the exclusive use of our party. Tickets at the reduced rate will be on sale at all Pennsylvania Railroad Ticket offices on and after February 17. Intending passengers should be careful to mention to agent when purchasing tickets the name of the convention. The fare one way will be charged on going trip, and passengers will be furnished by agent a certificate entitling them to the one-third fare for the return passage. Reservations of sleeping car space may be secured in advance by addressing Ossian H. Lang, THE SCHOOL JOURNAL, 61 East Ninth street, New York.

It is important that reservations be made as early as possible in order that ample accommodations may be provided and all details arranged to render the trip comfortable and enjoyable.

The Chicago Bridewell Schools.

By W. C. SCHAEFER.

In a large city like Chicago a great number of boys are annually arrested by the police for various misdemeanors.

If found guilty these boys are sent to the "House of Correction" to work out their fines. This institution in the past has been anything but what its name implies for most of the boys. From 1872 to 1892 over 17,000 boys served terms there. They were kept in the same cell-house and the same shops as the older prisoners.



The Shop.

Many of the older prisoners were of course thoroughly depraved criminals who could recite long tales of their dark deeds, while many of the boys were there for no more serious offence than jumping on trains or throwing snowballs. Such companionship made the institution a school of crime rather than a school of correction. Boys left worse than they entered. This condition of things aroused the protest of humanitarian societies and individuals, but conditions remained unchanged until 1891, when Mayor Washburne appointed John Worthy inspector of the Bridewell.

Mr. Worthy took a deep interest in the boys and at once began to plan some school work for them. Before long a school was established in the chapel, which the boys were obliged to attend during certain hours each day. By continued agitation the city council was induced in 1893 to appropriate \$80,000 for the construction and equipment of a school building at the Bridewell. This was built in 1895 and named the John Worthy school.

The building is so constructed as to conform to the prison buildings in external appearance, while the interior is fitted out as a

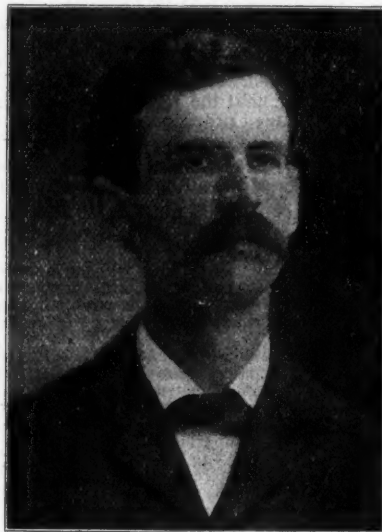
guard, armed with clubs, pacing up and down the corridors. A high wall separates the school building from the prison yards. A large cell-house has recently been added to the side of the school building farthest from the prison. When this is fitted up, as it soon will be, the boys will not come in contact with the older prisoners at all.

The school building was opened in March, 1897. The board of education appointed as principal Mr. Robert M. Smith, a man exceptionally well-fitted for the position. Mr. Smith is a thoroughly cultured man, as well as an expert mechanic. He is a graduate of the University of Glasgow, Scotland. For some time he was principal of St. Francis's college at Richmond, Quebec. He was for four years superintendent of schools at Orlando, Fla., and during the six years preceding his appointment to the present position he served as assistant principal of the English high and manual training school in Chicago.

The boys spend five hours each day in school. Three hours of this time are devoted to the common school studies—reading, writing, geography, arithmetic, history and drawing; the remaining two hours in manual work.

The voluntary plan in education would be a failure here. Work here is done under compulsion. Many of these boys are criminals from lack of home training. Eighty per cent. of them are bound to possess good capacity for work. What the boy can do, he now must do; what he must do, he does. This is in some cases his first introduction to regularity.

The work which the boys like best, and which is probably of most use to them, is the manual training. The shop with all its arrangements has been prepared by Mr. Smith with the utmost care. It is a long room, lighted by windows on both sides and a broad skylight extending the full length of the

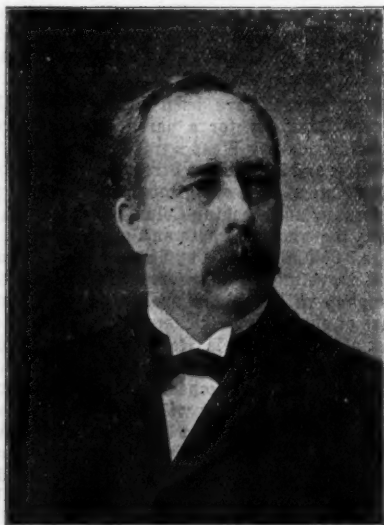


Frank A. Manny, Supervising Principal Indianapolis, Ind.

shop. There are forty benches for wood-work. These are made in the best way, with every convenience, and are closed on the sides, the lower part in each one thus serving as a receptacle for the tools used. Each bench has a good set of tools and is fitted, not for two boys, as is the case in most manual training schools, but for one, thus preventing communication between the occupants. The articles made at these benches include shelves, towel-racks, boxes, dovetail joints, etc.

Along one side of the room are arranged twenty-four lathes for wood-turning. Among the models that the boys make is the police club. Presumably the object in this case is to combine a moral with a manual training lesson. They also make gavel, Indian clubs, dumb-bells, towel rollers, wands for gymnastic purposes, etc. Polishing shellacing, staining and finishing are also done.

The boys in the shop now make wands and wand racks for the public schools as well as complete sets of blocks for teaching arithmetic by the Speer method. Speer arithmetic blocks are offered for sale by various firms, but not many are well made. When a four-inch cube is finished by a boy in the John Worthy school, it must be exactly four inches in length, width and thickness. Three and seven-eighths inches will not pass muster. Mr. Smith says that the moral effect of the manual training is excellent. When a boy fits a half-inch plug to a half-inch hole in a board, he learns truth and exact truth. The plug must be just right. If too large it will not enter the hole; if too small it looks ugly and cannot be made right by sticking up with putty. The lesson is to make the next one better. One boy did not see the value of accuracy till he attempted to make a dovetail joint. This taught him. The careless, heedless boy is here brought to a realization of what he needs.



Supt. J. H. Collins, Springfield, Ill

first-class modern school, differing in appearance from other schools mainly in having heavy iron bars on all windows, and a

It is proposed to add iron work to the curriculum soon.

The models now being made by boys are largely based on utilitarian ideas, for it is attempted, as far as possible, to give the boys the basis of a trade that will help them to make a living when they leave the school.

The results at present are not as good as could be attained in longer terms. The present average term of confinement for boys is twenty-nine days. There are many boys who have served a number of previous terms there. These show what could be done with longer terms. Justices have in the past let boys go free or put them into the Bridewell for short terms because of bad conditions prevailing under the old regime.

When the new cell-house is in use and the boys are entirely isolated from older prisoners, it is probable that terms will be lengthened so that the institution may be better fitted to do its work of reformation.

Mr. Smith is assisted by a corps of able instructors. Much has been already done, and with the improvements that are projected the work of this school is destined to be a factor of great potency in dealing with the juvenile offenders, who must be reformed before they go too far.

Announcements of Meetings.

Feb. 21-23.—Department of Superintendence, Columbus, Ohio. Pres. E. H. Mark, Louisville, Ky.; Sec'y, J. H. Van Sickle, Denver, Col.

Feb. 23.—American Entomological Society, at Philadelphia. Sec'y, W. J. Fox, Academy of Natural Sciences, Philadelphia, Pa.

Feb. 24-25, '99.—Art Teachers' Association of New York state at New York. Secretary, Mary J. Dyer, Rochester.

Feb. 25.—American Mathematical Society, at Columbia University. Sec'y, F. N. Cole, 501 W. 116th St., New York city.

March 31 and April 1, '99.—North Central Association of Colleges and Preparatory Schools, at Chicago. Secretary C. A. Waldo, Purdue university, LaFayette, Ind.

April, '99.—Commission of Colleges of New England at Boston. Secretary, William Carey Poland, Brown university, Providence, R. I.

April 18.—National Academy of Sciences, at Washington. Sec'y, Ira Remsen, Johns Hopkins university, Baltimore, Md.

April.—North Central Association of Colleges and Preparatory Schools, at Chicago. Sec'y, C. A. Waldo, Purdue university, Lafayette, Ind.

June 26-28, '99.—New York State University Convocation at Albany. Secretary, Melvil Dewey, Albany.

July 5-7, '99.—New York State Teachers' Association, at Utica. Secretary, Benjamin Veit, 173 East 95th street, New York city.

July 9-11.—National Council of Education, at Los Angeles, Cal. Sec'y, Bettie A. Dutton, Cleveland, O.

July 11-15.—National Educational Association, Los Angeles, Cal. Pres., Dr. E. Oram Lyte, Millersville, Pa.; Sec'y, Irwin Shepard, Winona, Minn.

Aug. 19, '99.—American Association for the Advancement of Science, at Columbus, O. Secretary, L. O. Howard, Cosmos club, Washington, D. C.

Aug. 19.—Geological Society of America, at New York. Sec'y H. L. Fairchild, University of Rochester, Rochester, N. Y.

Midwinter Meeting of Art Teachers.

The midwinter meeting of the New York State Art Teachers' Association will be held in conjunction with the section on art education of the Brooklyn Institute of Arts and Sciences, February 10 and 11, 1899. The meetings will be held in the Art Association gallery, 174 Montague street, Brooklyn, opening Friday morning at ten o'clock, with an address by the president, Miss Josephine A. Greene, director of the art department in the state normal school at Plattsburg. Her address will be followed by a paper on "Practical Color Study," by Mr. Richard K. Piez, of the Oswego normal. The afternoon session will be taken up with a paper on "The Use of the Imagination," by Mrs. Lucy Fitch Perkins, of Chicago; a paper on "The Spontaneous Drawings of a Child," by Miss Frances E. Ransom, of the New York training school; and an illustrated lecture on "The Art of the Street," by Mr. William Orday Partridge, of Milton, Mass. The Saturday program includes a paper on "Japanese Art," by Mr. Bunkio Matsuki, of Boston; and a paper on "The Use of Japanese Prints in the School-Room," by Mr. Hugo Froelich, of Pratt Institute, Brooklyn.

TORONTO, ONT.—Mr. R. G. Row, the author of the vertical penmanship series published by D. C. Heath and Company, has been elected vice principal of the Toronto normal school.

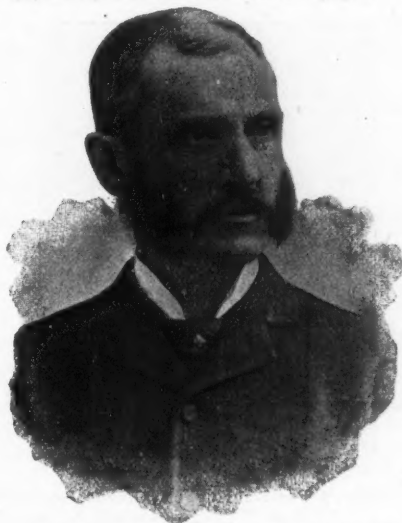
Our School Book Makers.

Dr. Albert F. Blaisdell.

Among our text-book makers, few are more favorably or more widely known than Dr. Albert F. Blaisdell, the author of several well-known educational text-books.

Dr. Blaisdell, was born in South Hampton, N. H., some fifty years ago, but in early boyhood removed to Haverhill, Mass. From the high school of this city he was graduated in 1865, and the same year he entered Dartmouth college from which he was graduated in 1869. After graduation, like so many other graduates of this college he taught school. He taught one year at the New Ipswich (N. H.), Appleton academy, one year as principal of the Chatham (Mass.) high school, and three years as principal of the high school, at Provincetown, Mass.

While teaching, Dr. Blaisdell wrote many articles for the educational journals and was also a frequent editorial writer for leading political newspapers. He gave up teaching in 1875 and entered Harvard Medical college, completing the course in 1879. He practiced medicine one year on Cape Cod after which he removed to Providence, R. I., and continued practice in that city until five years ago. As a relaxation from the drudgery of an arduous profession, Dr. Blaisdell edited twenty or more volumes in Clark and Maynard's English Classic Series. His first book, published in 1878, called "Outlines for the Study of the English Classics," long remained a standard book for teachers' use on the subject of teaching English literature. Some ten years ago Lee and Shepard published his "First Steps with English and American Authors," a book which has maintained ever since a deserved popularity with both teachers and pupils.



Dr. Blaisdell is best known, however, by the well-known series of text-books on physiology which bear his name. "Our Bodies and How we Live" was published in 1884 and two other books of the series "How to Keep Well" and "Child's Book of Health" during the following year. A text-book for higher schools, called "Practical Physiology" was published in 1897. The somewhat phenomenal sale which these books have had is a source of gratification both to the author and his publishers. The series was originally published by Lee and Shepard but was purchased in 1893 by Ginn and Company. This enterprising firm also published last year another work by Dr. Blaisdell called "Stories from English History," and have also in press under his authorship, a similar book entitled "Stories from American History." Two other books by the same author, "Readings from the Waverley Novels" and "Stories of the Civil War" still have a large sale.

For many years Dr. Blaisdell was a member of the school board in Providence, R. I., and was closely identified with the educational system of that prosperous city. He gave much time and study to the subject of evening schools and was for ten years the chairman of the Providence evening school committee. Five years ago Dr. Blaisdell retired from the practice of medicine and built a residence for himself in Winchester, a suburban town of Boston. He is at present devoting himself to the writing of school books and is also connected with the editorial department of Ginn and Company, the well-known school book publishers.

Dr. Blaisdell's long and varied experience in the school-room and in educational affairs has been of great value to him in his aim to prepare useful text-books and those well adapted to meet the practical needs of the grades for which they are written.

School Law.

Abstracts of Important Decisions.

By R. D. FISHER.

1. In an action to compel the discontinuance of Bible reading in the public schools of Detroit, on appeal from a writ enjoining its use, the court in reversing the judgment held, That the use of *Readings from the Bible*, consisting of extracts, embodying general moral precepts, as a supplemental text-book of reading, where the teacher is not allowed to make comments, and where such reading takes place at the close of the session, and from which any pupil may be excused on application of parents or guardian, is not a violation of the constitution, article 4, section 41, providing that "the legislature shall not diminish or enlarge the civil or political rights, privileges, and capacities of any person on account of his opinion or belief concerning matters of religion."

MONEY FOR BENEFIT OF RELIGIOUS SOCIETY.

2. Nor is it a violation of the constitution, article 4, section 40, providing that "no money shall be appropriated or drawn from the treasury for the benefit of any religious sect or society, theological or religious seminary, nor shall property belonging to the state be appropriated for any such purposes."

WORSHIP ACCORDING TO CONSCIENCE.

3. Nor is it a violation of the constitution, article 4, section 39, providing that "the legislature shall pass no law to prevent any person from worshipping Almighty God according to the dictates of his own conscience, or compel any person to attend,



Supt. J. Percival Huggett, Greene, Iowa.

erect, or support any place of religious worship, or to pay tithes, taxes, or other rates for the support of any minister of the gospel or teacher of religion."

CONSTRUCTION OF CONSTITUTION.

4. A constitutional provision concerning religious freedom should be construed in relation to the state of the law and custom as they existed at the time of its adoption, and courts can take judicial knowledge of customs and usages in regard to the use of the Bible in public schools. Order reversed.

(*Pfeifer vs. Board of Education City of Detroit*, Mich. S. C., Dec. 6, 1898.)

Colored Pupils in Private Schools.

1. Re-petition for a writ of mandamus to compel the admission of a colored pupil was denied and the relator appealed.

The court held that an institute incorporated for the promotion of the mechanic arts, holding its property in its own right, and managing its business according to its discretion within the limitation of its charter, is a private corporation, notwithstanding an act renewing its charter granted it an annual appropriation.

THE MUNICIPALITY'S POWER IN THE CASE.

2. A municipality entered into a contract with a private institute organized for the promotion of the mechanic arts for the instruction of certain pupils for a certain period. The contract provided that each member of the council should annually appoint one pupil, and requested certain municipal officers to annually, or oftener, inspect "the condition and manner" which the institution was fulfilling its contract, and, if satisfactory, to pay the institution a certain sum. The court held that the

contract did not impair the right of the institute to refuse to admit colored pupils.

APPLICATION OF THE FOURTEENTH AMENDMENT.

3. The refusal of a private school to admit colored pupils is not a violation of the constitution of the United States, amendment 14, relating to the abridgment of privileges and immunities of citizens.

CONTRACT BY STATE DOES NOT CHANGE THE CASE.

4. Under a contract by the state for the instruction of certain pupils in a private institution, the selection of those eligible for admission under the rules of the institution is no violation of the same amendment. Petition for writ dismissed, affirmed.

(*State ex rel. Clark vs. Maryland Institute for Promotion of Fine Arts*, Md. S. C., Sept. 28, 1898.)

Formation of Union Schools.

1. Under the school law of 1865, authorizing school trustees of contiguous school districts in the same or adjoining counties to establish a union school to be supported out of the funds belonging to the respective districts; and the laws of 1879, authorizing county commissioners to form union school districts out of parts of two counties under certain conditions,—where the inhabitants of two districts in adjoining counties have for nearly twenty years acted as a union district, and carried on a union school supported by the public school funds belonging to the districts, it will be presumed to be a union district regularly organized, without proof of its formation by the records of either the trustees or county commissioners.

APPOINTMENT OF TRUSTEES.

2. In the absence of evidence to the contrary it will be presumed that the trustees of said union district were appointed according to law (act 1879) which authorizes the county commissioners to form union school districts out of parts of two counties and to appoint three trustees therefor—two from the county having the largest number of children of school age, in its part of the district, and one from the other county.

CENSUS RETURNS—REPORT TO COUNTY SUPERINTENDENT.

3. Under the law requiring the census marshal, when a school district lies partly in two adjoining counties, to report to each county superintendent the number of children in each county, the court is bound by the return of the marshal, as the statute has provided a remedy for an incorrect census, that if the county superintendent has reason to believe that a correct report has not been returned, he may appoint a census marshal, and have the census retaken.

4. Under the law (1879) providing for two trustees from the county having the greatest number of census children and one from the county having the least number means the number of children officially registered. Writ of Ouster affirmed.

(*State ex rel. Schultz et al. vs. Sweeney et al.*, Nev. S. C., Dec 5, 1898.)

Note: This was an action in *quo warranto* brought by relators against defendants for unlawfully intruding themselves into and usurping the offices of school trustees.

Arbitrary Removals by School Boards.

Upon a charge that the defendant had usurped the office of secretary to the commissioners of public instruction in the city of Camden, it appears that the commission on April 19, 1897, fixed the term of secretary to the board at three years, and forthwith elected the relator to that office. The relator at once entered into the office and continued to hold until May 2, 1898, when the commission passed a resolution to make the term one year, and, without any complaint against the relator, elected the defendant to the office; whereupon the defendant, against the relator's protest and objection, seized the office, and still retains the same. The defendant demurred and contended that the commission had the power of changing the secretary's term at will and of conferring upon defendant a lawful claim to the office. On appeal the court held that according to the supplementary law of 1897, a secretary to the commission of public instruction, appointed for a term previously fixed by the commission, cannot be removed by the commission at will before his term ends.

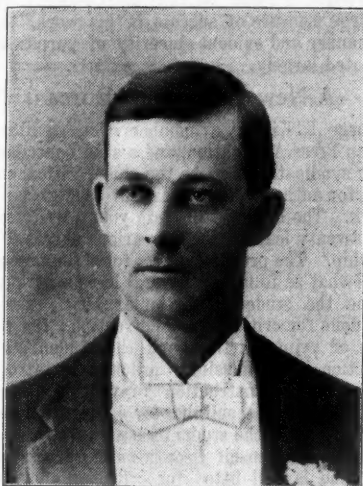
(*State ex rel. Brown vs. Cline*, N. J. S. C., Nov. 7, 1898.)

Can the Schools Have Water Free?

In an action by the city of "A" against the Water supply company to prevent the latter from shutting off the water supply from the public school buildings on the ground that the board of education was not entitled to the use of water for its schools free of charge, held,

1. That the public schools of the city of "A," organized under the laws of 1891, are not city schools.

2. That the board of education of the city of "A" is a distinct corporation for school purposes, and is not a mere function or part of the municipal government of the city; and, that a contract by the water company to furnish the city of "A" with water for "city purposes," to be used as the city council may direct, will not include the furnishing of water to the board of



Supt. A. E. Hinners, Virginia, Ill.

education for the use of public schools, without compensation, and no injunction will lie to prevent the company from shutting off the water from the schools.

Water Supply Company of Albuquerque vs. City of Albuquerque et al., New Mexico S. C., Sept. 2, 1898.)

Removing a School House.

A school district meeting, by a vote of less than two-thirds of the legal voters of the district, decided to change the site of the district school-house, and appointed appraisers to determine whether the value of the school-house exceeded or fell below \$400. The court held that the report of the appraisers was conclusive evidence as to the value of the school-house, and that upon the filing of such report it became the duty of the district board to change the school-house site, as directed by the district meeting. (Day et al vs. Hulpfen, Kans. Ct. of App., Nov. 20, 1898.)

Note: The lower court issued a restricting order against the removal of the school-house to a new site but the supreme court reverses the order and directs judgment in favor of removal.

Some New Contract Decisions.

1. A school board making a rule that applications for positions as teacher shall be in writing may waive it by unanimously electing one as a teacher.

2. Application on behalf of one for position as teacher is made where he speaks to several members of the school board, stating the salary desired, and his name is reported by the board as among the applicants, and the salary stated, and his application having been accepted after his election by the board, it is not necessary to a complete contract that the board notify him of his election, or that he notify it of its acceptance.

3. Rules passed and adopted by a school board providing that teachers are employed at the pleasure of the board and can be discharged when in the judgment of the board public necessity or convenience requires it, such provision is a part of the contract of employment, of which the person employed is bound to take notice.

(Weatherly vs. Mayor and School Board City of Chattanooga, Tenn. S. C., Nov. 22, 1898.)

Note: After hiring complainant the board discontinued the school for which he was hired and the court holds that because of the want of funds the board had a right to do that, notwithstanding it effected the discharge of the teacher regularly elected to teach it.

Local Board Must Elect on Time.

When the township board fails or refuses to confirm an election made by the local board, and such local board does not elect "another teacher" before the third Monday in August, there is a failure to elect by the local board, even tho it re-elects the same teacher, and the township board of education may then employ a teacher for such subdistrict. (State vs. Board of Education of Wilson Township, Ohio. N. P. Ct., Dec. 5, 1898.)

Educational Trade Interests.

Mr. D. C. Heath presided at a dinner of the Pine Tree State Club in Boston last Tuesday night, at which a most novel feature was introduced. Mr. Heath had beside his plate a transmitter and telephone receiver, and each of the ninety-five guests also had receivers. When the dinner was finished, Senator Frye, of Maine, was introduced to the guests. Senator Frye, who was in Washington, by the way, then made an address of congratulation to the club. Secretary Long, also in Washington, next thanked the speakers for the honor conferred upon him, and praised the club for its enterprise. Then the diners were connected with the Grand hotel in Milwaukee, and listened to a cornet solo with orchestral accompaniment. Every note was heard perfectly, and the telephone experiment was pronounced a complete success.

The New England representatives of the school book publishing firms met at Young's hotel, Boston, recently and formed a permanent organization, under the name of the New England School Book Men. Mr. H. I. Smith, of Maynard, Merrill & Company, was elected president, and Mr. J. R. McDonald, of the Macmillan Company, secretary and treasurer. Hon. Harrison Hume, the guest of the bookmen, entertained the company with a reminiscent speech of conditions in the school-book trade twenty-five years ago. Others, who recounted their experiences, were: J. J. Lyons, of Sheldon & Company; E. C. McClinck, of Silver, Burdett & Company; F. A. Fitzpatrick, of the American Book Company; W. H. H. Bryant, A. H. Kenerson, and William Tappan, of Ginn & Company; E. F. De Normandie, of Thomas R. Shewell & Company, and G. H. G. McGrew, of the University Publishing Company.

One of the very prettiest of the many pretty advertising calendars of the new year is that issued by the Joseph Dixon Crucible Company, Jersey City. The theme is a college girl, in cap and gown, surrounded by the globe, the owl, and the thesis, as emblematic of learning and wisdom. The calendar is lithographed in ten colors.

Mr. Parkhurst, of the Boston office of Ginn & Company, was in New York on business last week.

The branch office of J. B. Colt & Company, which is devoted exclusively to the acetylene part of the business, has been removed from Thirty-seventh street, New York, to the corner of Tenth street and University Place. A new 200-light generator is just being set up. Mr. E. L. Mackintosh is in charge.

The firm of W. L. Bell & Company, manufacturers of "everything for schools," whose main office has been at Kansas City, has removed its plant and established a general factory and salesroom in Chicago. This change has been brought about by an increased demand for their goods, which are well and favorably known in the West and South. While the Chicago office, on account of the increased railroad facilities of the city, will be the main distributing office, the Kansas City office will continue to be the financial center of the firm.

Mr. I. E. Stevens, for many years with A. H. Andrews & Company, and an expert in the business, will have charge of the Chicago office.

Dr. H. W. Fishel, recently with the Sheldon Company, has become the general Pennsylvania agent for R. L. Myers & Company. Dr. Fishel for several years held a similar position with E. H. Butler & Company, and his experience in the Pennsylvania field is a broad one.

Another one of the unique and attractive booklets of the Joseph Dixon Crucible Company has just been issued. It is called *Pencilings*, and is profusely illustrated with pencil drawings, several of which are in colors.

Mr. C. A. Appleton, of D. Appleton & Company, has been elected a trustee of the Stationers' Board of Trade.

Mr. Howard E. Plimpton, superintendent of the bindery of the Athenaeum Press in Cambridge, Mass., died at his home in Norwood, Mass., on January 3. He learned his trade when only a boy, in the bookbinding shop of his brother, and seemed to have a veritable genius for the work. He invented glutino, a flexible glue, which forever put a stop to the bindings of books cracking when the books were opened. The Holliston cloths, in which most holiday books and editions de luxe are bound, were his invention and manufactured by him. He had been with Ginn & Company for a long time, and was thirty-six years old at the time of his death.

A penmanship souvenir calendar is issued by the Ellsworth Company, New York. It is decorated with pen sketches by C. P. Zaner, and pen-written verses appropriate to each month.

The Eastern branch of Rand, McNally and Company has removed to the new building at Fifth avenue and Nineteenth street. The eastern branch was established in 1885, and has been in its present quarters at 61 East Ninth street since 1893.

J. M. Olcott and Company are rapidly getting settled in their new quarters in the Bloomingdale building, at 78 Fifth avenue, New York. They have a neat and roomy office, with an abundance of light for the display of their maps.

Mr. M. J. Greene, formerly with E. H. Butler and Company, of Philadelphia, has recently been working among the Manhattan and Brooklyn schools in the interest of Charles Scribner's Sons.

Mr. J. A. Ellsworth, formerly the central New York agent of Sheldon and Company, with offices at Syracuse, has become connected with the New York city department of Macmillan and Company.

Mr. Edward T. S. Lord, manager of the educational department of Charles Scribner's Sons, took a short Western trip last month, visiting Indianapolis, Cleveland, Chicago, and other cities. He spent a week in Chicago, installing Scribner's new Western manager, Mr. J. A. Townshend, in his office at 334 Dearborn street.

Capt. Joel Holden, of Dayton, Ohio, father of Mr. G. W. Holden, the manufacturer of the Holden patent book covers, will reach his ninety-fifth milestone next August.

Mr. Charles Scribner, of Charles Scribner's Sons, has founded a fellowship in English literature in Princeton university. It is to be gained by competition among seniors who have spent two academic years in the university. The fellowship will yield \$500.

Mr. F. T. J. Nunan has gone from the Frederick A. Stokes Company to L. C. Page and Company, publishers, 196 Summer street, Boston.

Mr. Eberhard Faber recently celebrated the fiftieth anniversary of the establishment of the house of which he is the head by a dinner to the heads of departments at the Hoffman house, New York.

A Change in Dixon's New York Office.

With the new year comes a change in the New York office of the Joseph Dixon Crucible Company. Mr. A. J. C. Foye, who for eighteen years has had charge of the office, is succeeded by Mr. John M. Ready, who has been well known for a number of years to the trade, both in the East and West. He is a native of Ohio, and became connected with the Dixon Company in 1885. He traveled in the territory from Pittsburg to Denver until 1896, when he became the Chicago representative of the company. Mr. Sam. Meyer, who has been in the western field, succeeds Mr. Ready at the Chicago office.

To be convinced of Mr. Ready's enthusiasm and fitness for the work, one has but to drop in his office at 68 Reade street. Mr. Ready looked in the office when he first came here, and then sent for a carpenter. The office is now in a process of transformation, but much has already been done. Stoves have been displaced by steam; new furniture has succeeded the old; a new floor has been laid; electricity has displaced gas; and when the repairs are completed, the Dixon Company will have one of the pleasantest offices in what may be called the pencil district of New York.

A New Firm Name.

Two important changes have been made in the firm of Sheldon and Company, school book publishers of 45 East Tenth street, New York. It will be remembered that the firm of E. H. Butler and Company, of Philadelphia, was consolidated with Sheldon and Company last fall, Mr. E. H. Butler becoming the head of the new firm. Mr. Butler has now given his name to the firm, which becomes Butler, Sheldon and Company.

The firm has a new acquisition in Capt. J. A. Bowen, who has been for the last five years with Rand, McNally and Company.

Capt. Bowen has had an interesting and somewhat exciting life. When only a boy, he enlisted in the war for the Union, and was captain in the Second Rhode Island at twenty years of age. Three years after the war, he became Cowperthwait's New England agent. He was later connected with the American Book Company, and in 1893 he became manager of the educational department of Rand, McNally and Company. Capt. Bowen has had a large measure of success in his work, to which his courteous manner and evident sincerity of purpose have doubtless contributed largely.

A New Journalistic Bureau.

Capt. George L. Kilmer, a member of the editorial staff of the American Press Association, and a staff contributor to various literary syndicates, is to be the chief critical advisor of a new bureau for authors and journalists soon to be established in New York. The bureau will train young writers by mail, in a course of twenty lessons, for the various phases of journalism and authorship. The prospectus sets forth the procedure of the lessons somewhat as follows: Several lessons of practice work to determine the student's particular bent; assignments of work to be done for criticism and correction; the rewriting, in other terms, of printed articles and the student's own productions; practice in condensing; practice in introductory and closing paragraphs; instruction in writing heads and sub-heads; writing articles suitable for illustration, and finally a piece of writing to be the student's best work.

Capt. Kilmer has himself been a most successful journalist and author, and is well fitted for criticism and instruction of others.

Are These Text-Books Antiquated?

SAN FRANCISCO, CAL.—A short note was published in THE SCHOOL JOURNAL several weeks ago, calling attention to the agitation for the revision of the state's text-books. This agitation is by no means new, tho it seems more determined than ever. An anonymous writer in the *Weekly Mail*, who is described as "one of the leading and best-known school instructors of the state" makes a scathing arraignment of the books. He declares that in the geographies, history, readers, physiology, and arithmetic, principles, rules, and definitions are frequently incorrect, while facts intended to be scientific are palpably absurd. The following are among the instances cited by him:

"To indorse is 'to write on the back of a business paper. (P. 267.)"

"One definition of integer reads, 'that part of a decimal at the left of the decimal point.' (P. 267.) In other words, it is that part of a fraction which is not a fraction."

"Our compilers are impartial. We feel correctly puffed up with national pride as we learn on page 55 of the geography that 'in the manufacture of steel the United States is now the leading nation of the world.' But, alas! our haughty spirit hath gone before a fall. On page 119 of the same book we read that 'in the manufacture of steel Germany surpasses all other countries.'"

"Nearly every reader is too difficult for the grade for which it was written. The Second Reader, designed for children seven years of age, contains such sentences as the following: 'But the poets knew that Pegasus was truly a winged horse, flying from earth to sky, for the Muses often lent him to them to ride up to the clouds so that they could see all the beauty of the world and seas and stars and tell the people of these lovely things in their poems.' (P. 144, Second Reader.) Eight-year-old pupils are expected to comprehend sentences like this: 'To this family belong also the azalea sisters—the coast mountains bearing the sweet azalea, its white blossoms tinged with pink and marked with buff, and the Sierra Nevada bearing the one with larger white blossoms and less pleasant scent.' (P. 164, Third Reader.) The accompanying spelling contains such words as: *Bryanthus*, *manzanita*, *chrysanthemum*, *arbutus*, *gilia*, and others equally practical and common."

The newly elected state superintendent, Thomas J. Kirk, says of the books:

"The history was ordered revised, or rather made into a primary and advanced work, some five or six years ago, but we have still the old book. The physiology is considered by all teachers whom I have heard express themselves regarding it, to be a very defective work. My own present private opinion is that a smaller book devoted almost exclusively to hygiene would better supply the need in this line or branch. I would like to see the arithmetics revised. In fact, I consider it almost imperative. Having the state plant, and there being such a decided feeling in favor of continuing the state publication of the books, I have thought that the only line of operation is to improve the books under the present general system."

TONAWANDA, N. Y.—A new high school will be built this year, at a cost of \$70,000.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.



John M. Ready.

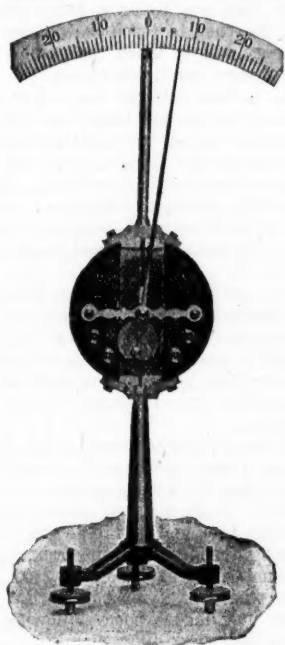
School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

A Demonstration Galvanometer.

The galvanometer shown in the accompanying illustration is especially intended for the lecture-room and for purposes of



A Demonstration Galvanometer.

demonstration. The student needs the visual illustration of deflection which this instrument gives. The galvanometer has two coils of coarse and very fine wire, and is mounted on a metal standard. The pointer is of aluminum, twelve inches long, and is jeweled and very sensitive. The large scale over which it moves is of dead silver graduated in black. The instrument has just been put on the market by the Ziegler Electric Company, 141 Franklin street, Boston, Mass.

A Sewing Card Perforator.

All those engaged in kindergarten work will be interested in the sewing card perforator, here shown. From its use in the public kindergartens in New York, Philadelphia, Chicago, Boston, and many other cities, it has become widely known. It makes a large, clear-cut hole, and saves the children's eyes as



A Sewing Card Perforator.

fine work does not. Six or eight cards may be perforated at one time to any pattern desired. Original designs may be made, or any pattern used as often as desired. The children enjoy the use of it, and are encouraged by it to make designs of their own. It can be used for either simple or complicated work.

The perforator is made by J. Ralph Orwig & Company, Des Moines, Iowa.

An Improved Air Pump.

The illustration of this new air pump gives an excellent idea of its construction. It is made of fine material, with the wood parts of highly seasoned San Domingo mahogany. The cylinder is nine by two and five-sixteenths inches in size; the diameter of the plate is nine inches. The metal valves are of new design, and the lever is so hung as to prevent the necessity of the long stroke which is so tiresome. All the parts are carefully adjusted to make the pump perfectly tight and pre-



An Improved Air Pump.

vent the possibility of leakage. It is made by the Ziegler Electric Company, 141 Franklin street, Boston, Mass.

A New Pen Extractor.

Those who have attempted to extract a worn-out steel pen from its holder with their fingers will welcome the little invention which is shown in the accompanying illustration. A small brass frame containing a lever is screwed to a wooden base—



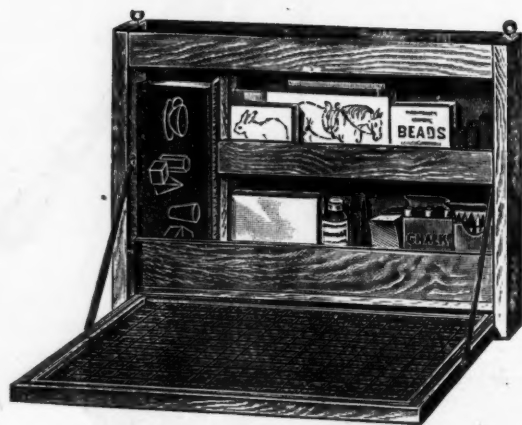
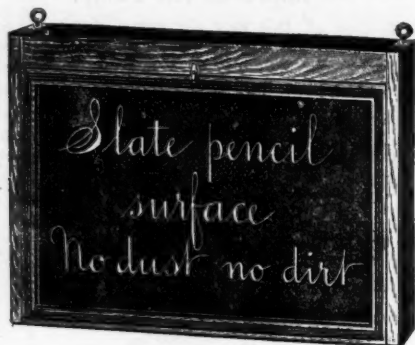
A New Pen Extractor.

such is the instrument's construction. The pen is inserted as shown, the thumb pressed on the knob, and the pen easily extracted. The device is made by the Esterbrook Steel Pen Company, 26 John street, New York.

Kindergarten Blackboard and Outfit.

Another new kindergarten or home device for children is a kindergarten blackboard. It is in convenient form for hanging on the wall, and has a polished oak frame 18x24 inches in size. The blackboard has a slate-pencil surface, thus preventing dirt and dust. With the blackboard come a piece of talc dustless crayon, a blackboard eraser, a set of blackboard drawing cards, copies for vertical writing, a twelve-inch ruler, and a box of assorted colored crayon. The blackboard may be let down from the frame, making a kindergarten table checked off in one-inch

squares. In the frame are partitions, so that the material for work and play may be stored away there. This consists of assorted colored sticks for stick laying, a box of assorted col-

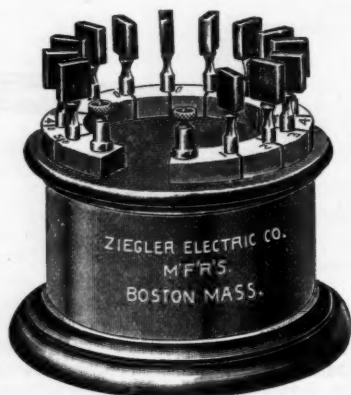


Kindergarten Blackboard and Outfit.

ored beads, (cubes, cylinders, spheres with shoe-lace for stringing), a package of sewing cards, three cards of colored worsted, two special needles, a set of stencils, a box of wax crayons, a package of drawing paper, a lead pencil, and a tube of scented cream paste. The blackboard and outfit are sold by A. Flanagan, 267 Wabash avenue, Chicago, Ill.

A New Resistance Box.

The resistance box here shown has been brought to a high degree of accuracy and perfection. It contains thirteen coils, ranging from one-tenth of an ohm to fifty ohms. The total resistance is 160 ohms. The instrument is standardized to



A New Resistance Box.

within an error of two-tenths of one per cent. The coils are wound with a new and specially prepared wire, whose resistance remains practically the same within a temperature range of fifty degrees. The resistance box is made by the Ziegler Electric Company, 141 Franklin street, Boston, Mass.

The Patria Club publishes *History in the Kindergarten*, a pamphlet of 56 pages prepared by Mrs. H. W. H. Greene; it proposes a plan to teach the subject to children.

Notes of New Books.

The appearance of the *New Methods in Education*, by J. Liberty Tadd, of Philadelphia, recalls the fact that about twenty years ago Mr. Charles G. Leland, of England, began the experiment in Philadelphia of teaching industrial art to pupils selected from the public schools. Clay was used for modeling and wood for carving. The success of this effort was so marked that the board of education granted a small sum of money for its support. Mr. Tadd was Mr. Leland's right hand man in this enterprise which had to be run by sheer enthusiasm.

THE SCHOOL JOURNAL watched the operations there with interest, for at that time it was engaged in an earnest endeavor to bring the New Education into public notice. Mr. Leland had not studied education at all deeply, but he had done a better thing for the times, and that was to bring Education and Life together. His effort was not to teach drawing in a better way than it had been done, but to teach the pupil who learned to draw to apply this to some practical purpose.

Mr. Tadd, like Mr. Leland, felt that the object must not be to make expert draughtsmen, but to put the pupil on his feet, so to speak. Hence he was led to study the subject of education. Art is undoubtedly Mr. Tadd's forte, but he is greater than his art; he sees it may serve to educate. It is fortunate that we have men of this character among us; most men with his artistic ability would be satisfied to paint pictures, or teach others to do this; he looks further, and would employ art to cultivate and educate.

During the twenty-two years given to the work of directing the teaching of industrial art, he has *thought* and the result is the volume referred to. The question that came before him was not "How shall I teach these pupils to draw, carve, or model?" but "How shall I employ this drawing, carving, or modeling, to make nobler human beings of them?" which is quite another question.

There is a profusion of illustrations in this book, and the reader might suppose it was another work on teaching drawing, etc.; but this is not what Mr. Tadd proposes. He applies the words of the Apostle: "Work out your salvation with fear and trembling." He means the pupil just to do this very thing and this is the very thing that escapes the ordinary teacher of drawing. This volume must be looked at from this point of view. The teacher who uses it must belong to the New Education: possibly it may induce some following of the Old Education to look at their work differently.

The whole volume is the product of an enthusiastic, earnest, thoughtful man on the subject of education, and cannot but give a clearer view to the inquiring teacher. (Orange Judd Company, New York. Price, \$3.00.)

Causes and Consequences, by John Jay Chapman, consists of five essays, one of which, entitled *Education—Froebel*, proposes a study of intellectual growth, and surmises that a rounded and normal development cannot come from such a use of themes as the average school gives. He has read Froebel and assents to his doctrines; scarcely no one hesitates to do this now-a-days. When their children are from five to seven years of age they are willing they should be managed in accordance with kindergarten ideas; but when they are ten, fourteen, sixteen, then they want the man who can quickest prepare them for Yale or Harvard. Yet it is interesting, however, to hear what anyone has to say upon Froebel, for that man took up the problem of mothers at the point before the teacher comes on the stage. The child is too young to go to school and too old to be amused with toys; what shall we do with him? Froebel says he needs growth on all sides more than anything; put him in a garden—thus the Child Garden came into existence.

Mr. Chapman hardly, we feel, grasps the idea of Froebel; he sees he was a man of power, that he understood childhood, but his place, among those who have studied the problems of education, he hardly comprehends. This is indeed a matter many who claim to be educators fail to grasp. Nor do we think the kindergarten teachers trouble themselves about it; many centuries will pass before this man will be justly measured up. (Chas. Scribner's Sons.)

The question of the starting of the boys on the way to making a living for themselves is ever a timely one. Charles F. Wingate has made an exhaustive study of it, and embodied the result in a volume which he entitles *What Shall Our Boys Do for a Living?* He has interviewed hundreds of Americans on the subject, and quotes their opinions and suggestions. After discussing the qualifications essential for success in any calling, he takes up the various professions and trades and considers the requirements of each and how to attain the highest excellence in these occupations. It is a book that teachers and parents should read thoughtfully. Many a boy will no doubt be saved by it from making a wrong choice of an occupation. The vol-

ume will be sent postpaid to any address on approval, to be paid for if satisfactory, or to be returned to the publishers in case it is not wanted after examination. (Doubleday & McClure Company, New York. \$1.00.)

The Butterfly Book: A Popular Guide to a Knowledge of the Butterflies of North America. By W. J. Holland, D. D., L.L. D., chancellor of the Western university of Pennsylvania. With forty-eight plates reproduced by color-photography.

Summer insects readily catch the eye, particularly when clad in gay colors. Butterflies and moths are sufficiently numerous to be present almost constantly. Yet few persons have any conception of the number of different species common on a summer's day, nor of the beauty of many of the less frequent forms. *The Butterfly Book*, by Dr. Holland, recognized as the leading authority upon these insects, seeks to lead the reader to observe these rarer forms. The introduction gives a careful account of the life history of the butterfly from the egg to the mature insect. It begins with showing the marvelous patterns of some of the egg cases and the various methods by which they are adapted for protection during the resting period between deposit and hatching. Then the special anatomy of the caterpillar is described, with the provisions for holding to the plant whose leaves furnish food, together with various special adaptations for protection against enemies, as mimicry, offensive odors, and concealment. The steps by which the silk is spun which makes the cocoon are accurately given, the cocoon for the pupa state is described, and the different forms of crystalids are presented. Many of the most peculiar of these are illustrated by figures, to enable the student to recognize the species at a glance. Then the final transformation to the imago is explained, along with special provisions for surviving the cold of winter. This portion occupies about fifty pages.

The remainder of the book is descriptive, but presented in such a form as to lead directly to comparison. It first gives a scheme of classification which puts the butterflies in their proper relation to other insects and then shows their mutual relations. Each family is treated by itself, its special features carefully pointed out, and the ways in which it differs from others. Next, those species belonging to the family known in North America are fully described. Following these steps carefully, the student can readily recognize the species of any specimen which he may have captured.

The plates are beautiful. Taken directly from the specimen, they can never fail to be accurate. They show the marvelous beauties of the butterflies and make clear the peculiar markings of each individual. They well repay careful study. (Doubleday & McClure Company, New York city. Price, \$3.00, net.)

A useful handbook for teachers and pupils is that by Wilbur S. Jackman on *Field Work in Nature Study*. This pursues the plan that the author has found so successful in his own work, viz., the correlation of geology, geography, botany, zoology, and allied sciences. There are a succession of field studies, including that of soils, a river valley, a swamp, a lake shore, a cliff, etc. Numerous illustrations aid greatly in understanding the matters considered by the author. (A. Flanagan, Chicago.)

Mary Platt Parmele has condensed a very large subject—the history of England—into a very small space. This little book, *A Short History of England*, touches only the principal points; it will be readily seen, on an examination of the book, that the author has shown great judgment in the choice of matter. Indeed, she had long since made a reputation for presenting the main points of history in the best way, by other works in the same series. (Charles Scribner's Sons, New York. 60 cents.)

The Life and Writings of Edward Gibbon form one of the valuable "Athenæum Press Series," edited by Prof. O. F. Emerson. The attempt is made, to present, for the first time, as accurate an account of Gibbon's life as can be made from the several sketches made by the historian himself. Gibbon was one of the great writers of the eighteenth century (born May 8, 1737) and his life is full of interest. After an introduction of considerable length the author gives extracts from the memoirs of the author. This is followed by numerous notes explaining expressions more or less dark. It is well printed and bound, and forms one of a series that aims to meet the wants of the student and general reader. (Ginn & Company.)

One of the *Short History* series is devoted to the United States, and in about 300 pages Mary Platt Parmele gives all the essential events that make up our history. It is intended to be a short and simple story, and to be readable, a feature often omitted. The great features are connected into a whole in a fashion that renders the volume quite entertaining; and yet, as far as it can be examined, there is no exhibition of prejudice or want of thoughtful consideration in omitting details. The volume is one that might well be selected by families where there

are children from ten to fourteen years of age as well as by schools. (Charles Scribner's Sons. 60 cents.)

The Colonies is the title of a very interesting book which considers the life and doings of the colonists—the Carolinas, the Dutch in New York and the Quakers in Pennsylvania, and the Pilgrims in New England. It is delightfully written by Helen Ainslee Smith, who has put together a series of pen pictures of those ever-interesting days in a most captivating manner. Supt. Dutton, of Brookline, has assisted in editing it. All literature of this kind is invaluable as supplementary reading; such volumes should be in school libraries; they should be read during the primary years, and thus lay a foundation for American history. (The Morse Company.)

A tribute to one of our helpers in the days of the Revolution is entitled, *Lafayette the Friend of American Liberty*; the author is Alma Holman Burton. The story of the connection of this man with our affairs is well told in the introduction—it was the love of liberty that brought the Marquis Lafayette over here 140 years ago; he was imbued with the love of freedom, the one of the nobility of France; it is this aspect that places Lafayette so high among the world's benefactors. (Werner School Book Company. 50 cents.)

One of the best books dealing with English literature lately published is entitled *A Study of English Prose Writers*, by J. Scott Clark: it has over 800 pages and deals with twenty-five authors, beginning with Bacon and ending with Holmes. The author proposes the "laboratory method," that is, attempts to determine the distinctive features of a writer's style (1) by a wide examination of critical opinion; (2) by illustrating his characteristics by extracts. The result of a study of an author in this manner cannot but develop a critical habit. The author wisely does not attempt to make his work a cyclopedia of biography. His aim is to acquaint a reader with the peculiarities in style of the great writers, to encourage a mastery of their characteristics. A work like this deserves most cordial appreciation; only a genuine teacher could have constructed it, one that was a searcher for truth himself and an encourager of others in a similar search. (Charles Scribner's Sons.)

Pollard's Synthetic Method of Reading and Spelling is the title of a pamphlet issued by the Western Publishing House, Chicago; it contains the views of a large number of educators on the system.

It is generally admitted that geography and history are mainly to be learned by reading; a very entertaining *Geographical Reader on North America* has been prepared by Frank G. Carpenter; the student takes, as it were, a personally conducted tour in the United States, Mexico, etc., studying the most interesting features of life and work among the people, learning how they are governed and what they do in order to live. Such imaginary tours have an undying interest for children. Books like this should form part of the school library and the children be allowed to take them to read when lessons are finished, or when they go home. By filling their minds with this real knowledge they become intelligent and leave the blood-and-thunder stories alone. (American Book Company.)

Whatever else the new education has brought about it certainly has ushered in the era of beautiful books for children; and among these *Sprague's Primer* takes a high rank. The cover itself is a work of art, two children with flowers, and butterflies in color, entice the reader to look further. The author has done more, we find, than make a pretty book. The stories are founded upon home life; flowers, children, the dog, the cat, the birds, and toys make a basis for the language exercises. The book cannot but attract young readers, and make them wish to master its contents for themselves. This feature warrants the large outlay. We think the book stands on a sound basis as to its material aside from the illustrations. (Rand, McNally & Company, New York.)

Among English poets the name of Collins stands justly high. A volume of his *Poems* has lately appeared, being one of the Athenæum Press Series. It is edited by Prof. Walter C. Bronson, of Brown university and furnished with suitable notes. His labor over this volume has evidently been one of love; he has given great pains and thought to his work, examining original editions and collateral material. The introduction and appendix are especially thoughtful and valuable. (Ginn & Company.)

That very valuable series entitled the *Riverside Literature Series* has been enriched by another issue; its number is 127; it is that beautiful ode by Keats *On a Grecian Urn*, with biographical sketch and notes. We cannot but recommend the possession of this series; it has a surpassing value. (Houghton, Mifflin & Company. Price 15 cents.)

(Continued on page 147.)

New Books for Schools and Libraries.

This list is limited to the books that have been published during the two preceding months, and includes only those books not previously reviewed in THE SCHOOL JOURNAL. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Beginners' Latin Book	Smiley and Storke	282	Cloth		American Book Co.
Story of the Thirteen Colonies	H. A. Guerber	342	"		" "
Analytic Geometry	Tanner and Allen	242	"		" "
Rights and Duties of American Citizen-ship	Westel W. Willoughby	336	"		" "
Eutropius	J. C. Hazzard	243	"		" "
First Lessons in Civics	S. E. Forman	192	"		" "
French Sight Reading	L. G. Rogers	133	"		" "
The Cocoa Palm	M. D. Frear		"		Crocker Co., H. S.
Easiest German Reading for Learners			"		
Young or Old	George Hempl	82	"		Ginn & Co
The World's Painters	Deristhe L. Hoyt	272	"		" " "
Deutsche Gedichte	Hermann Mueller	71	"		" " "
Physical Geography	William Morris Davis	428	"		" " "
A Study of a Child	Louise E. Hogan	220	"		Harper & Bros.
Le Siege de Paris	Francisque Sarcey	188	"		Heath & Co, D. C.
Around the World	Stella W. Carroll and Harriet L. Jerome	167	"		Morse Co.
Cane-Weaving for Children	Lucy R. Latter	39	Paper		" " "
Flowers—How to Grow Them	Eben E. Rexford	175	Cloth	.20	Isaac Pitman & Sons
Botany	Julia McNair Wright	208	"		Penn Pub. Co.
Astronomy	" "	203	"		" " "
Select Speeches for Declamation	John H. Bechtel	208	Paper		" " "
Practical Tests in Commercial and Higher Arithmetic	Ernest L. Thurston	67	"		Silver, Burdett & Co.
Art of Accounts: An Elementary Treatise on Bookkeeping	Marshall P. Hall	120	"		" " "
First Book of Observation, Thought, and Expression	M. W. Hazen	128	Cloth	.40	" " "
Notes on Beowulf	Thomas Arnold	145	"	1.25	Longmans, Green & Co.
Elementary Zoology	Frank Evers Beddard	208	"	.90	" " "
Structure and Classification of Birds	" "	568	"	6.00	" " "
Elementary Physiography	Alex. Morgan	320	"		" " "
Hart's Advanced Grammar	Prof. John Hart		"	.35	B. F. Johnson Pub. Co.
English Lit. From Beginning to Norman Conquest	Stopford A. Brooke	338	"	1.56	Macmillan Co.
Goethe's Iphigenie auf Tauris	Charles A. Eggert, Ed.	180	"	.60	" "
Story of Caskets and Rings from "Merchant of Venice"	Mary A. Woods, Ed.	77	Paper	.40	" " "
Rivers of North America	Israel Cook Russell	346	Cloth	2.00	G. P. Putnam's Sons
Harmony; A Music Text-Book	Dr. H. A. Clark	152	"	1.25	Theodore Presser
Stories from the Poets	M. R. Atwater	110	Boards		Morse Co.
Our Country's Flag	William T. Harris	165	"		D. Appleton & Co.
Playtime and Seedtime	Francis W. Parker and Nellie Lathrop Helm	158	"		" "
Select Essays and Poems (Emerson)	E. M. Tappan, Ed.	120	"		Allyn & Bacon
New Dialogues and Plays	Binney Gunnison	245	"		Hinds & Noble
Manual of Nature	W. H. Hershman	163	"	.35	A. Flanagan
Words of Abraham Lincoln	Isaac Thomas	270	Cloth		Western Publishing House
Anatomy, Physiology, and Hygiene	E. Franklin Smith	198	"		W. R. Jenkins
American Indians	Frederick Starr	227	"	.45	D. C. Heath & Co.
La Main Malheureuse	H. A. Guerber	106	Paper		" " "
Paul et Virginie, Saint-Pierre	Oscar Kulms	160	"	.50	Holt & Co., Henry
Discussions in Education	Francis A. Walker	342	"		" " "
Elements of Rhetoric	Alphonso G. Newcomer	382	"	1.00	" " "

LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Poor Richard's Almanack	Benjamin Franklin	248	Cloth	1.00	Century Company
A Pioneer from Kentucky	Col. Henry Inman	160	"		Crane & Co.
The Whole History of Grandfather's Chair	Nathaniel Hawthorne	245	"	.60	Crowell & Co., T. Y.
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Peggy of the Bartons	B. M. Croker	442	"		Fenno & Co., R. F.
The Story of a Genius	E. H. Lockwood	212	"		" " "
The Romance of a Midshipman	W. Clark Russell	391	"		" " "
Father and Son	Arthur Paterson	353	"		" " "
The Little Lady, Some Other People, and Myself	Tom Hall	222	"		E. R. Herrick & Co.
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When Cupid Calls	Tom Hall	115	"	1.50	" " "
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The Archdeacon	" "	274	"		" " "
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A Duel of Wits	E. Thomas Kaven	217	"		" " "
Little Ethel	Philip H. Smith	171	"		" " "
Woman Proposes	Charles E. Leibold	209	"		" " "
The Flight of Icarus	Jay Robin	368	"		" " "
In Social Quicksands	Mrs. Laban Edward Smith	271	"		" " "
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Within White Walls	Allan Emory	327	"		" " "
The Vicious Virtuoso	Louis Lombard	232	"		" " "
An Odd Little Lass	Jessie E. Wright	361	"		Penn Pub. Co.
A Moonshiner's Son	Will Allen Dromgoole	337	"		" " "
Dorothy Day	Julie L. Lippman	325	"		" " "
Rembrandt	Walter Cranston Larned	400	"	1.50	Scribner's Sons, Chas.
The Negro in America	T. J. Morgan	203	"	1.00	American Baptist Pub. Society

(Continued from page 145.)

A Latin Grammar by Prof. Lane, of Harvard university, of 550 pages, compels attention on account of its exhaustive fullness and completeness. The author died in 1897, leaving this work on which he had been engaged for thirty years, about completed; the final work has been done by Prof. Morgan, assisted by several former pupils of Prof. Lane. Regarding so scholarly and extensive a work as this little need be said in addition to the announcements just made. The long and faithful labors of a man so eminent as the author could not but produce a work rich in every quality needed by the student of Latin. It is in effect a cyclopædia of information relative to the language; the thoro student will find it to excel in exactness and completeness of statement. (Harper & Brothers.)

La Guerre d'Independence en Amerique is the title of a pamphlet edited by Prof. Alphonse N. Von Daell, and is designed for students in the French language. There is an introduction and notes. (Ginn & Company.)

While the speeches of Cicero and Demosthenes are good, the schoolboys sometimes get tired of them and long for selections to declaim in which living issues are discussed. They will find them in *Select Speeches for Declamation*, compiled by John H. Bechtel. The book contains extracts of speeches by Americans, Englishmen, Frenchmen, and Italians, many of them still living. This eloquence will not be lost on American youth, who will be inspired by it to patriotic endeavor. (The Penn Publishing Company, Philadelphia.)

The Werner Arithmetic, Book III., discusses the four rules, properties of numbers, fractions, percentage, ratio and proportion, powers and roots, the metric system, and denominate numbers. Beside the arithmetical presentation of number relations, the author, Frank H. Hall, presents the same also in algebraic forms: there is also elementary work in geometry and the employment of miscellaneous problems. It is a volume that has been thought over more than most arithmetics and is one the teacher will respect. (The Werner School Book Company.)

Occasions have occurred to commend the preparation of problems in arithmetic for grades; such a volume has been prepared

by Supt. George E. Gay, of Malden, Mass., for the fourth grade. It contains 1000 problems, and these are suitable for this grade not only, but are practical and progressive. The first 150 lessons have five problems each; an examination of these compels us to say that the selection of them shows great pedagogical knowledge. The author has not attempted to weave puzzles about the boy, but to give him mathematical muscle by employing him on problems suitable, and we may add attractive, at least not repulsive. (Benj. H. Sanborn & Company, Boston.)

Grace O'Malley is a novel that describes many characters of phenomenal activity on sea and land: princess and pirate is a sub-title; but in a novel one is allowed to be a pirate—that is, a paper pirate; there is nothing wrong in being a princess; it is rather in one's favor. The sea scenes seem to be lively ones; a chest of gold is discovered, and many other matters keep up the interest of the reader from the beginning to the end. (Frederick A. Stokes Company.)

In the twelfth number of the *Scrap Book Recitation Series*, the compiler, Henry M. Soper, president of the Soper school of oratory, Chicago, has included many selections that have won prizes at contests, and others that have proven very popular with large and critical audiences. The work will meet the wants of the schools, home, and literary circles, and various kinds of entertainments. (T. S. Denison, Chicago.)

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A literal translation of *Cyrano de Bergerac* by Edmond Rostand—a play which has created an extraordinary impression, having been the success of the last fifty years and known to every intelligent person in France—has been made by Miss Gertrude Hall. It has been put on the stage here by Richard Mansfield. (The publishers, Doubleday & McClure Company, send it on approval—50 cents.)

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Plate VII.—Sapling. Graft in a Median Fissure. Graft in the Bark. Oblique Graft. T-Grating beneath the Bark. Apple Tree. Section of Cherry Blossom. Plum. Apple Weevil. Winter Moth. Apple Bell-Moth. American Blight.

Plate VIII.—Chaffinch. Skylark. Starling. Partridge.

Plate IX.—Hamster. Hare

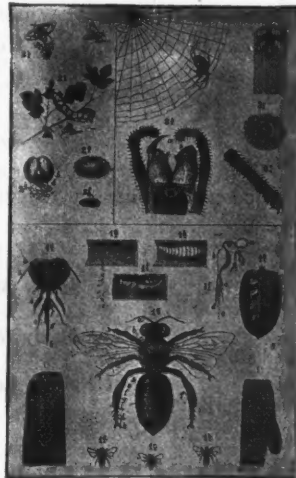
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Leading Text-Books for Schools and Colleges.

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A. B. C. , American Book Co. New York, Cincinnati, Chicago, Boston, Phila., Atlanta, Portland, Ore.	W. R. J. , W. R. Jenkins, New York	C. S. , Christopher Sower Co., Philadelphia
A. S. B. , A. S. Barnes & Co., New York	L. S. , Leach, Shewell & Co., Boston & New York	Scribner , Chas. Scribner's Sons, New York
Appleton , D. Appleton & Co., New York & Chicago	J. B. L. , J. B. Lippincott Co., Philadelphia	Sheldon , Sheldon & Co., New York
C. S. S. , Central School Supply House, Chicago	L. G. , Longmans, Green & Co., New York & London	S. B. , Silver, Burdett & Co., Boston, New York Chicago, and Philadelphia
D. C. H. , D. C. Heath & Co., Bos., N. Y., Chi.	M. R. , Milton Bradley Co., Springfield, Mass.	T. B. , Thompson, Brown & Co., Boston
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Ginn , Ginn & Company, Boston, N. Y. & Chicago	N. E. , Novello, Ewer & Co., New York	Werner , Werner School Book Co., Chicago, New York, and Boston
H. M. , Houghton, Mifflin & Co., Boston, N. Y. & Chi.	McK. , David McKay, Philadelphia	W. P. House , Western Publishing House, Chicago
H. & N. , Hinds & Noble, New York	Pitman , Isaac Pitman & Sons, New York	W. & R. , Williams & Rogers, Rochester, N. Y.
Harper , Harper & Bros., New York	P. T. B. , Practical Text-Book Co., Cleveland, O.	
H. P. S. , H. P. Smith Pub. Co. New York.	Prang , Prang Educational Co., Bos., N. Y., & Chi.	

Algebras. Atwood's Standard, Morse's Exercises Sensenig's (4), McNiel's Equations, Thomson's, Venable's (2), Wells' (4), McCurdy's, Perrin's, Wentworth's (7), Hull's, Brooks', Taylor's, Bowser's (2), Freeland, Bradbury & Emery's, Sheldon's (2), Olney's (4), Loomis', Boyd's, Lilley's (2), Werner's (3), Reinhard	Morse A. B. C. A. S. B. M. M. U. P. L. S. J. B. L. Ginn Sheldon C. S. A. & B. D. C. H. L. G. T. B. Sheldon Harper S. B. Werner W. & R.	Greenleaf's (3), Normal Course (2), Dutton's Commercial Prilce's (3), Wentworth's (4), Wentworth & Hill (2), Speer's Prim. Arith. (2) Sull's (2), New American (5), Brooks' (7), Hall's (2), Berfield's (2), Atwood's (2), Walsh's (3), White's (3), Colburn's 1st Lessons, Bradbury's (6), Cogswell's Leas in Num. Nichols's Graded Lessons (8) Harper's Adv. Brooks' New Mental, Sheldon's (2), Stoddard's, New Franklin, (2) Werner's, (3)	Art. Abbott, Brown, D'Anvers, Hunt, Poynter, Day's Nature in Ornament Ornamental Designs Jackson's Decorative Knight's Beautiful Ward's Ornament Goodyear's, Huntington's Manual Moore's Drawing, Hoyt's Painting Van Dyke's	L. S. S. B. Ginn C. S. P. D. C. H. H. M. T. B. C. S. Sheldon Werner S. B. Scribner Ginn A. S. B. Ginn L. G.	Hamlin's Arch. Howe's, Peck's, Bowen's, Steele's, Gillet & Rolfe Todd's Sharpless & Phillips, Ball's Starland, Young's (4), Newcomb's Ball's Elements Gay Bryant Stratton's Eaton's (2), Eclectic, Marsh's (2), C. S. Lantman's Complete Bookk'pg, Introductory Seavy's, Shaw's Practice Book, Gilbert's Duff's Progressive Mayhew's Books (3), Hall's, Apgar's Plant Analysis, Apgar's Trees of N. U. S., Clark's Dana's Plants Gray's (3), Wood's (5), Nature Calendar, Bergen, Newell (4),	Astronomy. S. B. A. B. C. J. B. L. Ginn Harper L. G. Ginn A. B. C. Werner W. & R. D. C. H. S. F. Harper P. T. B. S. B. A. B. C. Morse Ginn	Atlas Botany Tablet , Spalding's, Dana's Wild Flowers, Geddes', Britton & Brown's Willis' Pillabury's Brown's "Plant Baby" Curtis' Teachers' Bot. Aid, W. P. House Charts. Tooke's Reading MacCoun's Hist. (57) Normal Music (2), Cole's Music, Prog. Rdg. Study, Language & Lit., Whiting's Music (2) Duntonian Writing, Merrill's Vert. Pen. Whitcomb's Hist'l Burt's Prim. Chart Ed. Mus. Charts (4) Shorthand, Chemistry. Appleton's (5), Bennett's Inorganic (2), S. B. Cooley's (3), Keiser's Laboratory Work, Steele's—Popular, Sorer & Lindsay's, El., Mead's, Simmons' Greene's, Wurtz's Elements, William's (2), Benton's, Remsen's Organic, Shepard's Inorganic, Hopkins—Physics,	C. S. S. D. C. H. Scribner A. S. B. S. B. L. G. W. & R. S. B. C. S. S. D. C. H. T. B. M. M. A. S. B. Ginn Pitman S. B. A. B. C. A. B. C. J. B. L. Ginn D. C. H. L. G.	Newth's (2) Jago's, Cooke's (1), Roscoe & Schorlemmer (3) Atlas Chem. Tablet, Avery's (2) Civics, Sociology. Andrew's Man. of Const., A. B. C. McCleary's Stud. in Civ., Morgans Pat. Citizenship Small & Vincent's Society Peterman's Civil Gov. Townsend's " " (2) Cocker's " " (2) Young's " " M. M. Judson's Young American Hinsdale's Am. Gov. Mowry's " " (2) T. B. M. M. A. S. B. Ginn Fiske's " " H. M. Chapin's Pol. Econ. Sheldon Cromer's Outlines, Morse Dawes' Civics, Ginn Macy's Our Government " " lat Lessons in Civil Gov. Brook's Civics, Scribner Henderson's Soc. Ele.	Composition & Rhetoric. Butler's Sch. Eng. A. B. C. Waddy's Comp. & Rhet. A. S. B. Brookfield's " " Harper Hill's (2), " " Phillips' " " Hill's Prin. of Rhet., Harper Kellogg's (2), M. M.
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Heffley's (Pitman) Munson's, Complete Instructor, Phrase Book, Dictionary, Correspondence, Osgood's Phonetic, Practical Shorthand, Light Line Eames, Baldwin's (3)	A. B. C. Harper Pitman " " " " " " W. & R. P. T. B. A. S. B. Werner	Supplementary Reading. Eickoff's, A. B. C. Eclectic (19), " McGuire's (8), " Morgan's, " Standard (7), " Swinton's (4), " Crosby's, " Holbrook's, " Carpenter's (2), " Klein's Step Ladder, A. S. B. Guerber's Leg's of Rhine, " Annals of Switzerland, " Harper's Sch. Classics, Harper Thompson's Fable, Morse Golden Rod Books, U. P. Standard Literature, Scribner Drake's (3), " Wright (4), " Scribner Series, Parker & Martel's (12), L. S. Young Folk's Lib. (9), S. B. Norton's Heart of Oak Books (6), " Kupfer's Stories of Long Ago, D. C. H. Riverside Lit. Series, H. M. Riverside School Library, " Morris' Hist. Tales, (11) J. B. L. Columbian Sel., " Lovejoy's, S. B. Foulke's, " Brown's, " Bacon's Hist. Pilgrimages, " Dunton & Shute's Land of Song (3) " Lakeside Series, W. P. House Biographical Booklets, Werner Classics for Children (31) Ginn Fairy Tales R'd's (10), L. G. Garrison's Parables, " Kirk's Oliver Twist, Appleton Ober's Crusoe's Island, " Austin's Uncle Sam's Secrets, " Holden's Great Astronomers, "	Readers. Arnold-Gilbert (8) S. B. Todd & Powell's Appleton's (6), A. B. C. Barnes' (5), " Baldwin's (5), " March's Anglo Saxon, Harpers Holmes' (5), U. P. Lippincott's, " Davis' (4), " New Normal (5), Werner Werner Primer, " cleveland's (3), L. S. Ward's Rat. Meth. (6) S. B. Normal Course (8), S. B. Patriotic (6), J. B. L.	Readers, Historical. Gail Hamilton's, A. B. C. Johannot's (6), " Shepherd's, A. B. C. Skinner's, " Eggleston's (2), " Guerber's (4), " Burton's Hist. Read. Morse Green's English, Harper Dutton's Pioneers, Morse The Colonies, " Blaisdell's Stor. Eng. Hist., Ginn Freese's Historic Houses, " Fish-Irving's Washington, " New His. R'd's Bk's (4) L. G. "Ship" Lit. (1) "	Science. Bert's First Steps, J. B. L. Bert's Primer, " Bailey's—Physical, D. C. H. " Boyer's Biology, " Chute's Physical Laboratory, " Shaler's Geology, " Geltke—Geology, " Smith's Easy Physics, Morse Thornnton's Physiol., L. G. Woodhull's Obj. Lessons, " Bridgdon's Biolog., " Cunningham's Heat, " Wright's Heat, " Henderson's Elec. & Mag'n, " " Elem. Physics, " Joyce's Elec. Engineering, "	Temperance Physiology. Authorized Series (5), A. B. C. Eclectic (3), " Rindler (8), " Long's, " Raswiler's, C. S. S. H. Typewriting Manual, Pitman of Remington, "

School Building Notes.

ALABAMA.

Montgomery will erect and enlarge schools.

CALIFORNIA.

Sacramento will build high school.

Write J. M. Curtis, arch., 126 Kearney street, San Francisco.

CANADA.

Toronto (Ont.) St. Lawrence hall will be enlarged so as to provide accommodation for the technical school. Write W.

L. Symons, arch., Toronto.

Orillia (Ont.) will build new high school. Write Siddall & King, archs., Toronto.

Smiths Falls (Ont.). The school board contemplates building new high school.

Ottawa (Ont.). L. Z. Gauthier, arch,

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THE FORUM

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NEW YORK: 111 Fifth Avenue.

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\$3.00 a Year.

Montreal, Que., has submitted plans to Rev. Dr. Constantineau, rector, for the new university building.....The trustees of the Nepean public school in Birchton will erect a collegiate institute.

CONNECTICUT.

New Britain will build additions to the Lincoln street and Smith schools. Write board of education. Will build additions to two schools.

DELAWARE.

Wilmington will erect new high school building. Write board of education.

DISTRICT OF COLUMBIA.

Washington will erect school building at 12th and "D" streets, N. E. Write Fuller & Garrett, archs.....The Hearst school for girls will be built at the S. E. corner of the Tenleytown and Woodley roads.—The Senate committee on appropriations reported favorably on appropriating \$30,000 for an industrial school at Leech Lake agency, Minnesota; also for an appropriation for new school buildings at Ft. Lewis Indian school, Colorado.

ILLINOIS.

Elgin will erect new school-house. Write F. B. Perkins, sec'y board of education.

Evanston will vote an appropriation for new high school building.

Champaign.—The trustees of the University of Illinois will ask for an appropriation to erect an agricultural b'ldg.

Chicago will build an addition to Madison avenue school. Write W. B. Mundie, arch., 1117 Schiller b'ldg.—Will build school at Edgewood avenue and Catalpa place. Write board of education.—Will build an addition to the manual training school on Illinois street.

Peoria will erect school building in the fourth ward. Write Richardson & Hotchkiss archs., Dime Savings Bank b'ldg.

Rock Island will build school-house. Write Fr. Borgolte, arch., 1410 3rd avenue.

INDIANA.

South Bend will rebuild the Laurel school and will put heating and ventilating system in the Madison school. Write board of education.

KANSAS.

Kansas City will issue \$75,000 for new high school building.....Will ask the Legislature to pass a law authorizing a special election to vote \$300,000 for additions and improvements in the schools.

KENTUCKY.

Madisonville will vote on the proposition to establish graded school here.

MASSACHUSETTS.

Southbridge.—A parochial school will be built here. Write Chickering & O'Connell, archs., Springfield.

Northampton.—A gymnasium will be built for the Capen school.

West Roxbury will build school-house.

Gloucester will build school-house.

Write F. C. Watson, arch.

Boston will build school in ward 21.

Write J. Mulcahy, arch.

MICHIGAN.

Lansing.—A building will be erected for the Michigan Agricultural College. Write Pratt & Koepp, archs., Bay City.

MINNESOTA.

Owatonna.—A \$5,000 bequest will be used for the establishment of public kindergarten school.

Ellsworth will issue bonds for the purpose of erecting school-house.

Woodlake will build school-house.

Write Omeyer & Thori, archs., St. Paul.

Marshall will rebuild the high school building which was recently destroyed by fire. Write Orff & Guilbert, archs., Minneapolis.

Luverne will erect school-house in dist. No. 24. Write F. Johnson, clk., school board.

Morris.—The House Indian committee will erect new buildings and repair the Morris school.

Weaton will construct school-house.

Write T. G. Mork, clk., school board.

Madelia.—J. M. Doherty, arch., Rochester, Minn., has prepared plans for school-house for Rev. Fr. Holper.

MISSOURI.

Kansas City.—A building will be erected for the Spalding's Commercial college.

NEBRASKA.

David City.—A parochial school will be erected here. Write J. McDonald, arch., New York Life bldg., Omaha.

Omaha will erect a wing to the high school and will construct three other schools out of the proceeds of the bonds voted at the last election.

NEW JERSEY.

Perth Amboy will erect school on Smith street. Write H. J. King, arch., 22 Clinton street, Newark.

West Hoboken will build school-house.

Passaic will erect public school No. 7.

Write W. M. Meeker, arch., News bldg.

Sea Isle City.—The sisters of St. Joseph will build an academy here. Write T. M. Leeds, arch., 1025 Race street, Philadelphia.

NEW YORK.

Buffalo will build addition to school No. 9. Write R. G. Parsons, sec'y.

New York.—Plans are being prepared for medical college building for Cornell university. Write McKim, Mead & White, archs., 160 5th avenue.—Will erect new high school building on 166th street between Boston and Jackson avenues. Write C. B. J. Snyder, arch., 585 Broadway.

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Rochester will build school building. Write board of education.—Will erect an addition to school No. 26. Write board of education.

North Tarrytown.—The voters of school district No. 1, Town of Mt. Pleasant, will vote on the proposition to raise \$50,000 for a school-house.

Riverhead will erect a school-house.

NORTH DAKOTA.

Ellendale will build industrial school. Write E. Van Meter, Aberdeen, S. Dak.

Elbowoods will erect a school-house at the Ft. Berthold agency. Write Thos. Richards, U. S. Indian agent, Elbowoods via Bismarck.

Valley City will put steam heating plant in the state normal school. Write G. A. McDonald, secretary school board.

OHIO.

New Concord.—A new building will be erected for Muskingham college. Write H. C. Lindsay, arch., Zanesville.

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Chattanooga will build a school-house in district No. 5, Liberty township. Write H. Branan, clerk school board.

Delaware.—The Ohio Wesleyan University will erect a library building.

Bellefontaine will erect a new school.

Cincinnati.—The University of Cincinnati will build a new library. Write S. Hannaford & Sons, Hullbert block.

Lima will build a new high school building to replace the one recently destroyed by a cyclone.

Wapakoneta.—St. Joseph's congregation will build school house. Write Leech & Leech, archs., Lima.

Canton will build school-house. Write A. O. Slentz, superintendent school bldgs.

Cleveland.—An addition will be built to the Sowinski school. Write board of education.

PENNSYLVANIA.

Philadelphia.—The University of Pennsylvania will erect a law school building. Write Cope & Stewardson, archs., 320 Walnut street.—Will build a school-house at the corner of 8th and Fitzwater streets.

Write board of education.—An addition will be built to St. Paul's R. C. school-house. Write E. F. Durang, 1200 Chestnut street.—Will erect new school to take the place of the Witte school on East York street.—Will build schools in the 33d, 26th, 29th, 16th, and 32nd wards.

—The Senate committee on appropriations, Washington, D. C. reported favorably on appropriating funds for Lincoln educational institute.—The new law school of the University of Pennsylvania will be erected at 34th and Chestnut streets.—A college building will be built at Villa Nova

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for the Augustinian Brotherhood.—A school-house will be erected on the corner of 8th and Fitzwater streets.—Will erect a school-house on the site of the old Ring-gold school. Write board of education.—Will erect a school at 31st and Huntingdon streets. Write Joseph D. Anschutz, arch., 713 Filbert street.

Braddock will erect a new school in the second ward. Write board of education. Danville.—The sisters of Christain Charity will reconstruct a building into a school and orphanage.

McKeesport will erect high school building. Write McCollum & Ely, archs., Washington.—Will erect school on Shaw avenue. Write McCollum & Ely, Washington.

RHODE ISLAND.

Providence has appropriated funds for two schools.

SOUTH DAKOTA.

Flandreau will put heating apparatus in the Flandreau Industrial school. Write L. D. Davis, supt., Flandreau.

Roscoe will erect a school-house in district No. 28. Write E. T. Davis, clerk school board.

VERMONT.

Northfield.—Norwich university will erect a building to be known as Dewey Hall.

VIRGINIA.

Hampton will erect school building. Write W. T. Dougherty, clerk school board.

Buckroe Beach.—A Catholic school will be erected here. Write F. Sitterding, arch., Richmond.

WEST VIRGINIA.

Ravenswood.—A building will be constructed for the Ohio Valley college.

WISCONSIN.

Appleton.—The Sacred Heart church will erect school building.

Marshfield will build high school. Write Van Ryn & de Gelleke, Milwaukee.

Literary Notes.

The new volume of *The Century*, from May to October, 1898, while naturally, having much to do with the war and the questions involved therein, shows an admirable selection of other material, varied sufficiently to appeal to the whole circle of its readers. Prof. Bryce on "Equality," Capt. Mahan on "The Armada," Dr. D. G. Brinton on "European Superstitions," Pres. Gilman on Tocqueville's "Democracy in America," and Mrs. Van Rensselaer on "Old New York" are only a few of the many interesting serious articles it contains. In fiction, such notable works as Dr. Mitchell's *Adventures of Francois*, Mark Twain's *The Austrian Edison*, and Winston Churchill's *By Order of the Admiral* are represented. Besides these, the regular departments of the magazine show the continuance of the usual high standard.

An admirable mingling of entertainment with instruction is apparent in the two bound volumes of *St. Nicholas* for the year ending October, 1898. One turns from articles on American warships, guns, and armor, and Tudor Jenks's "Boys in Armor," to Rudyard Kipling's "Just So Stories" and the poems of Miss Edith Thomas and Miss Mildred Howells. Here one finds also stories which have since been well received in book form, such as Mrs. Jackson's *Denise and Ned Toodles*, Trowbridge's *Two Biddicut Boys*, Hughes's *Lakerim Athletic Club*, Fezandie's *Thru the Earth*, and Miss Cloud's *Down Durlay Lane*. Darkey stories, papers on natural history, on the bell-towers of Italy and on candle-making in Sweden, bicycle stories, comical pictures, and pages of puzzles add to the general attractiveness of the volumes.

Graham Travers, author of *Mona Maclean* has written a new novel, *Windyhaugh*, which is attracting considerable attention

in England. It is the story of a modern woman, who "carved no statue, painted no picture—she did not even write a book; but when all these things have been excluded, there remains that little art of living which has been open in all ages alike to the wise, and the simple." The author's real name is Dr. Margaret G. Todd. The American publishers will be D. Appleton and Company.

Mrs. Hugh Fraser's *Letters from Japan* will be published very shortly by the Macmillan Company. The author is the wife of a former British minister to Japan, and has had exceptional opportunities for becoming acquainted with the inside secrets of Japanese court life, and has even taken photographs of the emperor himself. Her book deals with the life of the capital, and is profusely illustrated.

In the February *McClure's*, Franklin Matthews relates his experience in making a voyage in the famous Holland diving torpedo boat. The article is fully illustrated from photographs and with drawings from life.

A new book by Charles F. Dole, author of *The American Citizen*, will soon be published by D. C. Heath and Company, Boston. It is called *The Young Citizen's Reader*, and teaches the lesson of intelligent patriotism in a manner suited to the needs of boys and girls from nine to twelve years of age.

The success of the Christmas double number of *The Pocket Magazine* was so great that the publishers have decided to continue to issue "double numbers"—in other words, to issue nothing less.

A story which illustrates one of the characteristics of the modern reporter is told of the late Harold Frederic. He went to London in 1884 as correspondent of the *New York Times*, and when he had been there about three weeks there was a severe outbreak of the cholera in Marseilles.

(Continued on page 158)

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[Continued from page 186.]

The managing editor of the *Times* cabled Mr. Frederic to send some one there to write it up. Mr. Frederic concluded to go himself, and the next the *Times* heard of him was in a special cable dispatched from Marseilles, describing the epidemic in all its aspects. Mr. Frederic had visited every hospital and the most infected districts and performed a notable journalistic feat. His only precaution was the constant smoking of very strong cigars, from the effects of which he became seriously ill on his return to England.

Picciola, the romantic story of the love of a prisoner for a flower which grew up in his cell, is to be issued in a new edition by Ginn and Company. It was written years ago by Joseph Xavier Boniface (X. B. Saintaine) and was one of the notable novels of the time of Napoleon III. It is translated and edited by Abby L. Alger.

The publishers of the *Atlantic Monthly* announce a special rate of fifty cents for three months' subscription to new subscribers.

The annual catalog of the Macmillan Company has just been issued. It includes those works published during 1898, and is arranged alphabetically under authors' names. Many of the most notable books of the year are in the list.

Some of the seasonable books of the Penn Publishing Company, of Philadelphia are: *Flowers; How to Grow Them*, by that past master of horticulture, Eben E. Rexford; *Botany; The Story of Plant Life*, by another distinguished author, Julia McNair Wright, whose book is divided into one chapter for each month of the year; and still another edition of *Cyrano de Bergerac*, this one by Malcolm Stuart Taylor, and arranged for general stage production.

A writer in the February *Century* treats of Charles Dickens as the first English kindergarten of note—a disciple of Froebel, who had also caught the spirit of Henry Barnard and Horace Mann.

Allen C. Thomas has written *A Primary History of the United States*, which will form a natural and easy introduction to his larger history. The book is planned on the biographical principle, with the historical material plainly and simply treated. It will be published by D. C. Heath and Company.

Kipling has written a new poem entitled "The White Man's Burden," called forth by the colonial development of the United States. It appears in the February *McClure's*, tho the poem was not received until the magazine was on the press. The frontispiece was then taken out and the poem printed in its place.

The latest catalog of Hinds and Noble shows an immense list of school books of all publishers, conveniently classified for reference. Hinds and Noble are, as usual, seeking old books which may not be valuable to their owners, but which may have an almost priceless value to others.

The announcement of a new story by Washington Irving at once arouses interest. *The Outlook* has been fortunate enough to secure from members of the Irving family, a hitherto unpublished manuscript of the author of *The Sketch Book*, entitled, "A Festal Day in Rome." This will be published, with an introductory sketch showing the arousal of Irving's literary ambition, and a fine portrait, in the February magazine number.

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A writer in the "Medical World" says that for the hyperpyrexia of this disease nothing equals Antikamnia, while it is also a great pain destroyer. He says it does not depress the heart, but rather strengthens it. It reduces the fever quickly and its action is especially good in the heart complications.

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